

**TOWARD BETTER TEACHING
OF HOME ECONOMICS**

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THE MACMILLAN COMPANY

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Preface

THIS BOOK HAS BEEN WRITTEN principally for home economics teachers and for college home economics students preparing to teach in the many areas of this family centered profession. It is the hope, too, that teachers in other fields will find it helpful, stimulating, and interesting.

The text reflects the effects on the home and education, especially in home economics, of the scientific and technological developments, affluence and poverty, the population explosion, the growing role of government in education, the struggle for survival, and the changing functions of the family that characterize contemporary American society. Out of these is coming an ever greater need for education in home and family living, for the home is becoming as never before a haven from outside forces. More home economics teachers are required for suburban and urban areas, where the population of the country is beginning to concentrate. This book reflects the need for the education of home economics students and their teachers to adapt to this shifting emphasis. It reflects, too, the growing concern for the disadvantaged that has challenged home economics teachers to find improved ways of dealing with this segment of society, as well as how to work with parents and other community members more closely. The responsibility of preparing youth of wage-earning age for the world of work has led to new approaches in curriculum development. A greater awareness of the importance of professionalism in home economics also has implications for the teacher.

The teacher is the focal point in the classroom, and this text challenges her to capture the essence of the contemporary teaching function. The teacher, too, must structure the classroom setting so that she and her students can effectively use the available resources of time, space, materials, equipment, and people. To think clearly, to develop a value system, to create satisfying interests, to become socially well adjusted, and to proceed in directions where they may realize their greatest potential are

goals for teacher and students alike, and underlie the purposes of this book

Certain chapters on creativity, values, thinking and research, education for the world of work aesthetics and the use of technological instructional resources may hold special interest to the reader

Throughout the text the author has made every effort to present diverse viewpoints up to date information, and appropriate classroom experiences and to cite relevant research. The suggested experiences at the end of each chapter are ideas with which the reader may try practical applications as well as develop personal interpretations of the chapter's content

In this world of infinite variables, the home economics teacher must be helped to educate for and through diversity, so that the dignity and integrity of every student who enters her classroom will be enhanced. This book it is hoped, will help home economics teachers to find a sense of identity so that they may act as a single unified force in expressing and fulfilling the goals of the profession

Many persons contribute to any book, and this one is no exception. The author extends grateful appreciation to Dr Elizabeth Simpson of the University of Illinois for her encouragement of this endeavor and for her critical reading of the manuscript. The author is grateful, too, to Dr Louis E. Rath, who provided the framework for many suggestions for teaching home economics, to Dr Edgar Dale, who stimulated interest in technological resources in education, and to Dr Harold Alberty, who revealed new horizons in curriculum development

The author is grateful, too to her students, who provided her an opportunity to test ideas and who are always a source of inspiration and challenge, and to her professional colleagues, including her husband, who aided in the refinement of innovative ideas

The author is grateful that Scholastic Magazines permitted her to draw freely from her articles published in *Forecast for Home Economics*. Special recognition should be given to Dr Louis E. Rath for permission to utilize material from two series of articles, written with the author, for *Practical Home Economics* to Dr Louise Fernandez for permission to incorporate content from two series of articles, written with the author, for *Forecast for Home Economists*, and to the *Journal of Home Economics* for allowing the author to draw from her published article on evaluation

The author humbly hopes that this text will facilitate creative professional education and will serve as a guide to the better teaching of home economics

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**TOWARD BETTER TEACHING
OF HOME ECONOMICS**

Home Economics in Contemporary Life

THE WORLD SETTING

ONE OF THE FIRST STEPS in the improvement of home economics instruction is the intensification of the teacher's awareness of the world in which she and her students are living. She must realize that the world is not static and be ever alert to the rapid changes constantly taking place. More important, she must be knowledgeable about the many social phenomena that have an impact on the home economics program and its students.

Scientific and Technological Developments

The scientific developments in this century have been breathtaking. A man who was born sixty years ago in a horse and buggy era is now seeing the beginnings of interplanetary travel. Man has always been challenged to improve his existence by adapting the materials at hand. Accomplishments in this area, however, have sharply outdistanced the

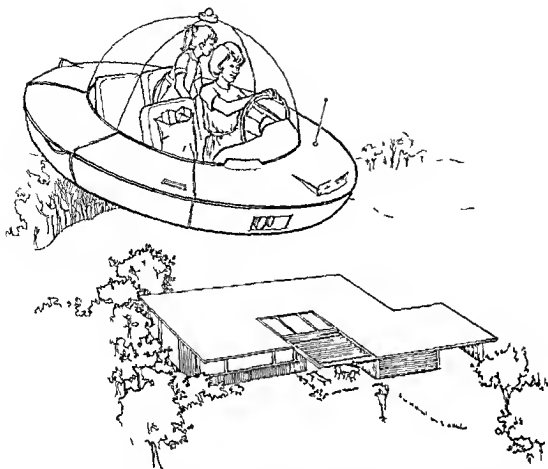


Figure 1-1 The family flying machine of the future (Courtesy Investor Owned Electric Light and Power Companies)

achievements in dealing with the social problems that arise from such progress

Among those who have suffered from the inroads of technology are marginally employed workers particularly the aged, the handicapped, the unskilled and the members of minority groups. Not only has automation eliminated many jobs in these groups, but it has failed to give them the special benefits that more affluent persons enjoy.

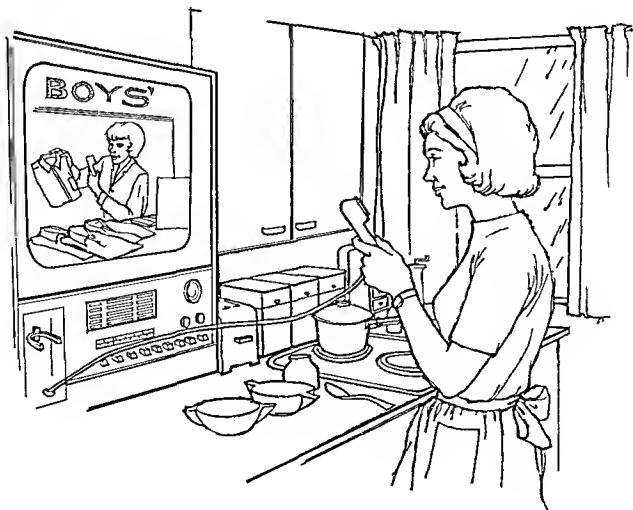
Technology has the potential to make it possible for all individuals to enjoy more leisure and lighter work loads. Already in the design and experimental stages are appliances that employ ultrasonic sound waves to cook food, to wash clothes, and to clean house. Synthetic fibers will be used to make clothes that are light, easy to clean, and (in some instances) disposable. Homes of exciting new materials will be designed with movable walls and open roofs. Many of these new homes will be prefabricated. The developments in food technology will be equally dramatic: meat will be tenderized on the hoof by special feeding processes, and new preservation techniques will make it possible to keep food indefinitely without refrigeration.

It is clear, then, that home economics programs will have to be adjusted to meet these and other changes. Because the pace of technological advance is unlikely to abate—but, rather, to accelerate—certain important roles are open to home economics teachers. First, there is the task of orienting students to the world of work. There is also the task of devising different types of education to prepare for the new jobs that must be filled. Furthermore, there is the increasingly important task of helping workers to learn new skills when old ones become outmoded. Finally, there is the task of encouraging individuals to plan and prepare for technological change and to examine the implications of this change for family life.

The Affluent Society

Personal income among all economic classes has increased notably. In 1947, for example, 49 per cent of the family units in the United States were in the low income bracket (less than \$4,000 a year), about 40 per cent were in the middle income bracket (\$4,000 to \$7,500 a year), and

Figure 1-2 Clothes will be purchased by television (Courtesy Investor Owned Electric Light and Power Companies)



only 10 per cent were in the high income bracket (over \$7,500 a year) It is predicted that, by 1970, nearly 40 per cent of the family units will be in the high income group and will have at their disposal more than 60 per cent of all consumer spending money, 39 per cent will be in the middle income bracket and only 16 per cent will be in the low-income bracket

By 1970, then, more families will have more money to spend after they have taken care of such essentials as food, housing, clothing, medical care, and transportation Half of all disposable personal income will be discretionary Individuals will have more leisure time and will be able to afford many more services This rise in the general level of living will pose a special challenge for home economics teachers they will have to help individuals and families to spend this income wisely, for the greatest satisfaction

Poverty

At present, unfortunately, not all individuals in the United States are affluent The plight of the poor has attracted considerable attention in our press and in the federal government According to the U S Office of Economic Opportunity, an American is classified as poor if he is single and earns under \$1,540 a year, married and earns under \$1,990 a year, head of a family of three and earns under \$2,440 a year, or head of a family of four and earns under \$3,130 a year In 1965 there were an estimated 34.6 million Americans living at these 'poverty levels' About 30 per cent, or 10.4 million, are nonwhites (mostly Negroes), and almost 70 per cent are white This means that one out of every seven white Americans is poor

Although the government has several antipoverty programs, and is planning more, it will undoubtedly take a number of years for this problem to be alleviated Some of the present programs are the Job Corps, the Neighborhood Youth Corps, the College Work Study Program, the Community Action Plan, Project Headstart (which pays 90 per cent of the cost of preschool classes for needy children), VISTA (a kind of domestic Peace Corps), the Rural Poverty Program, the Migrant-Farmworkers' Plan, Business-Incentive Aid (which provides loans to small businesses), and the Work-Experience Program

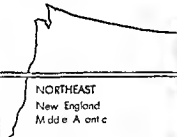
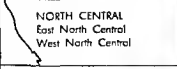
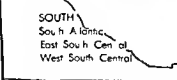
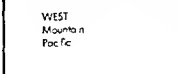
Poverty, itself a problem, gives rise to many concomitant problems Research studies indicate that poor diet, inadequate housing, insufficient clothing, and inadequate health and educational facilities are closely related to low income About one fourth of all the children in the United

States are members of low-income families, many of them concentrated in the slum areas of large cities. In these depressed urban areas complex social problems—crime, unemployment, alcoholism, drug addiction, illiteracy—are evident. Here, too, is found a higher proportion of broken families and (particularly in the case of the Negro family) a notable lack of family stability.

A profile of these poor families reveals that the largest group is among the elderly. In 1963 over one third of the under-\$3,000 families were headed by individuals sixty-five years old or older—about one half of the elderly families in the country. Another large segment is composed of families headed by individuals aged fourteen to twenty-four, nearly a third of which fall in this income bracket. Private household workers, although a small group, fare the worst on an employment basis. 70 per cent of them are in the under-\$3,000 bracket. In addition, nearly half of the farm families, and nearly half of all families headed by women ranked in this low-income group.

Because low-income families are found in every section of the country, all home economics teachers must be aware of this serious social problem. These economically deprived families need assistance in practically every area of home economics. Special attention should be directed to health

Figure 1-3 The poor are everywhere (Copyright 1965 Sales Management Survey of Buying Power)

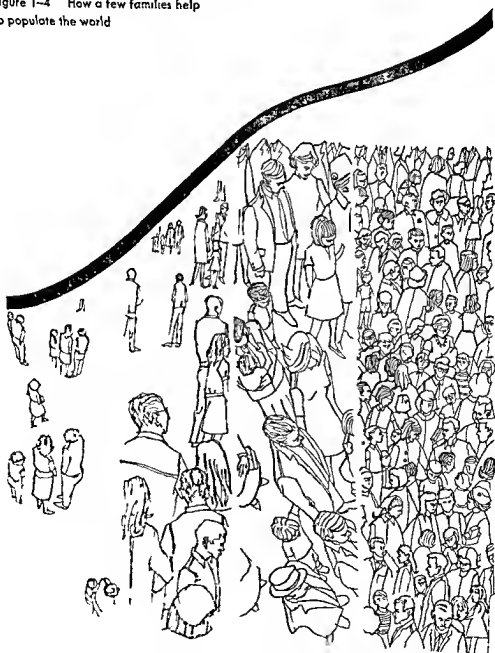
	Under \$2,500 Households		Regions Share of U.S.	
	Total	Share Of Region	Under \$2,500 Units	All Households
 NORTHEAST New England Middle Atlantic	519,031 1,872,728	14.1% 15.7	4.1% 15.0	5.8% 19.2
 NORTH CENTRAL East North Central West North Central	2,047,704 1,174,222	16.1 21.9	16.4 9.4	20.0 8.6
 SOUTH South Atlantic East South Central West South Central	2,175,565 1,274,924 1,624,838	25.0 32.0 28.2	17.4 9.8 13.0	13.9 6.1 9.3
 WEST Mountain Pacific	475,819 1,356,805	20.2 17.3	3.8 11.1	3.9 13.2

practices, including nutrition, household maintenance and management, and child care and development. Low income families need consumer education so that they can avoid the schemes of loan sharks, learn to choose well made merchandise, and to protect themselves against fraud.

Population Explosion

The world population is increasing at the rate of about 65 million persons a year. If the present trend continues, the current 3.2 billion of the world will become a very crowded 150 billion within two centuries.

Figure 1-4 How a few families help to populate the world



The greatest increases are occurring in the developing nations of Asia, Africa, and Latin America. The most critical problem emerging from this population explosion is the threat of famine. Although advances in farm technology have greatly increased food production, particularly in the United States, Canada, Australia, New Zealand, and a few West European countries, only a few of these have been introduced into the countries facing the severest problem. Thus, in Asia for example, the food available for each person has fallen by 4 per cent since 1961, in Latin America it has fallen by 6 per cent. Many of the countries in these areas have poor soil, which cannot sustain larger crops, and lack the capital to purchase the necessary farm equipment and fertilizers. In many countries, moreover, farmers lack the incentive for increasing the farm yield because their profits go directly to the state.

In our own country, the growing population has presented a number of problems: overcrowding of schools, traffic and transportation congestion, and unemployment. Nor is there any indication that the problem will diminish. According to projections based upon U.S. Census Bureau data, by 1970 there will be 37 per cent more marriages and 51 per cent more new households than at present. There will also be an increase of up to 16 per cent in the number of children under the age of fifteen, increasing the number of students in junior and senior high schools. By that time, too, the fifteen-to nineteen year old group will have increased by 30 per cent, and its unskilled members will be flooding the national labor market.

The population explosion and its concomitant problems will have a profound effect on family living and consequently on the teaching of home economics. Living space, for example, will be more limited, and homes will have to be planned accordingly. As schools, work facilities, and public areas become more crowded, homes will have to be more of a sanctuary from tensions and frustrations to provide privacy and relaxation. Families will become more dependent on outside sources for services and goods. Critical shortages of human necessities may occur. The home economics teacher through her instruction will be an important agent in facilitating these home and family changes.

•

Threat of War

Both the poverty-stricken and the affluent are concerned about the possibility of atomic war, which would destroy the world and its people. Although the desire for peace is great, complex political, economic, and ideological factors have created an international setting in which small-scale confrontations in many areas of the world threaten to erupt into nuclear warfare.

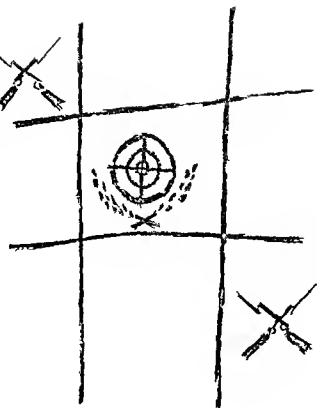


Figure 1-5 The United Nations is a bulwark for peace (Courtesy Think, published by IBM)

The United Nations has contributed in many ways to peace and to projects to improve the health and self sufficiency of many peoples throughout the world. Many home economists have contributed to these programs especially in developing countries. Although the United Nations operates under great handicaps, in several countries it has restored peace when violence broke out.

Whether the people of the world can meet this test of survival in the nuclear age will depend to a great extent on the ways in which they implement their goals and values. A home economics teacher in her classroom can help her students to be aware of the immense problems of working toward world peace and to contribute in their own ways toward its accomplishment. As Mead has emphasized, in education children must be prepared to support and to work for a world in which the safety of each is the safety of all.¹

THE FAMILY SETTING

Because home economics is a family centered profession, teachers must be well informed about the family. Although its functions have changed over the years, the family is still one of our most vital social institutions.

¹ Margaret Mead, "New Inventions for Survival," *NEA Journal*, Vol. 51, No. 8 (November 1962), p. 11.

Marriage and the Family

One of the important values of our society is marriage and parenthood. In the United States, ninety two out of every one hundred persons marry, and relatively early in life—half of American girls will marry before the age of twenty, half of the boys, before the age of twenty three. Boys and girls may decide to marry before they are considered old enough to vote. The pattern of early dating is no doubt one very important influence upon these early marriages.

Landis,² however, is of the opinion that few of these young people are really mature enough for marriage and parenthood, and argues that our society has encouraged them to rush into a stage of pseudomaturity. Studies reveal that teen age marriages are much more likely to end in divorce or to be unhappy than marriages of older partners. More young women between the ages of twenty and twenty five are getting divorced than women of any other five year period of life. This statistic alone should give us pause for reflection. In addition, Landis points out that many of these young people become parents. In 1960 there were 600,000 children born to teen age mothers. Nevertheless, the present trend seems likely to continue.

The functions of the family, as interpreted by sociologists, have been changing. In 1938, Ogburn³ outlined the following family functions: economic, status giving, educational, religious, recreational, protective, and affectional. In 1949, Murdock⁴ isolated only four functions: sexual, economic, reproductive, and educational. In 1959, Linton⁵ reduced the functions of the modern nuclear family to two: the socialization of children and the provision of psychological and emotional security for adults.

Divorce

The divorce rate in the United States has risen to the point where there is now one divorce for every four to five marriages. It must be borne in mind, however, that this includes second, and subsequent, divorces.

² Judson Landis, *Paths to the Future*, in Seymour M. Farber et al. (eds.), *Man and Civilization: The Family's Search for Survival* (New York: McGraw-Hill Book Company, Inc., 1965).

³ William F. Ogburn, "The Changing Functions of the Family," in Robert F. Winch (ed.), *Selected Studies in Marriage and the Family* (New York: Holt, Rinehart & Winston, Inc., 1953), pp. 74-80.

⁴ George P. Murdock, *Social Structure* (New York: The Macmillan Company, 1949), pp. 1-13.

⁵ Ralph Linton, "The Natural History of the Family," in Ruth N. Anshen (ed.), *The Family: Its Functions and Destiny* (New York: Harper & Row, Inc., 1959).

(Monahan⁶ in analyzing the marital backgrounds of couples in Iowa for 1953-1955, concluded that 84 per cent of the population has never been divorced) Peterson⁷ cites a number of factors that tend to increase the likelihood of divorce. Among them he includes low income, lack of education, and lack of religious affiliation.

Actually, in view of the heterogeneity of cultural backgrounds in the United States, the high mobility of families, the loss of social control by the community and the church, the enormous emotional demands of an isolated nuclear family, and the decrease in family functions, American divorce rates seem relatively low.

Nevertheless, it is clear that divorce has adverse effects not only on the marriage partners but on their children as well. All professions concerned about the stability of families must renew efforts to reduce family disruption. Through education, young people can be helped to become aware of the changes in the functions and roles of the family in modern society. They may also be made aware of their own potential for marriage and how this potential may be developed. Finally, they may be helped to develop the maturity that is essential for a successful marriage.

Working Women

One phenomenon of the present day United States is the working woman. One worker in three is a woman, and approximately three out of every five women workers are married. In an average month in 1962, there were 23 million women at work, by 1970 there will be 30 million. Three fifths of all part time work is done by married women.

The largest concentration of women—7 million—is found in the clerical field. Service workers (such as waitresses, beauticians, and hospital attendants), factory operatives, and professional and technical employees (such as teachers, nurses, accountants, and librarians) number between 3 and 3.75 million each. Some services, such as nursing and household work, are staffed almost entirely by women.

Many of these women who work are mothers and, as such, they face a serious problem. Lack of child care and family services. In the United States licensed day care is available to some 185,000 children. In nearly a half million families with children under six years of age, the mother is often the sole means of support. There are 117,000 families in this country

⁶ Thomas Monahan "The Changing Nature and Instability of Remarriages" *Eugenics Quarterly* Vol 5, No 2 (August 1958), pp 73-85

⁷ James A Peterson "The Sacrifice of Family Structure" in Farber *et al*, *op cit*, pp 73-80

with children under six with only a father in the home. Three million mothers of children under six work outside the home, although a husband is present in the family. In addition, many mothers are ill, live in overcrowded slum conditions with no facilities for caring for children, or are in migrant families with no permanent homes. Few facilities exist for families who have retarded, handicapped or emotionally disturbed children. In a survey made in 1958, it was revealed that 400,000 children under twelve, whose mothers worked full time, were left without supervision. Failure to provide these services is often the result of a lack of community awareness of the situation.⁸

Peterson⁹ has outlined some of the factors that have contributed to the changing pattern of life of American women, among them: the change from a predominantly rural culture to an urban society, the growing trend toward mass production, and the shift from the self-sufficient and self-supporting family to one that is dependent on all facets of the economy for goods and services. In addition, earlier marriages and longer life spans mean that more women have more time, after their children are grown, to enter (or re-enter) the labor market. In addition, mechanization and automation have provided many labor-saving devices and home-making conveniences. Fathers and children are sharing more in home-making activities. Contrary to popular belief, most women work because of financial need and not to earn 'pin money' for themselves.

Thus, the young women of today should prepare for the twenty-five years or more that they will spend in the labor market. They must also be helped to see that their earning power has a direct relation to their level of education. The report of the President's Commission on the Status of Women in 1963 expressed a grave concern that the number of women in top-level executive or administrative positions, or in occupations demanding special skills, has not risen rapidly enough. There is an acute shortage of such personnel and it is hoped that women with high professional achievement will be available for, or will attempt to secure, these positions.

At present, many able girls do not go on to college, and those who do tend to cluster around a few areas, such as education, social science, English, and journalism. Women must realize that changes are occurring in the type of job opportunities available. By 1970, for example, the need

⁸ *American Women: Report of the President's Commission on the Status of Women* (Washington, D.C.: U.S. Government Printing Office, 1963).

⁹ Esther Peterson, "Working Women," in *The Woman in America: Daedalus*, Vol. 93, No. 2 (Spring 1964), pp. 671-699.

for professional and technical workers will be particularly acute, and many of these positions will be open to women

Home economics teachers can make an outstanding contribution in this area by helping women to recognize their responsibilities, to discover their potential, and to become more self-reliant. In our mobile society, young women must be prepared to find themselves far from parents, grandparents, and other relatives; they must learn to be exceedingly resourceful in their roles as wives, mothers, homemakers, and workers.

The Aged

One of the fastest growing segments of our population is composed of the aged—individuals sixty-five years old or older. In 1964, the aged numbered 18 million and were increasing by an average of 1,800 a day. The problem facing the elderly is to find a meaningful life in a society that finds them more or less superfluous. About half of the aged are married couples who live by themselves in homes they own or rent, about one quarter are single persons who live alone in their own homes, and about 3 million live with relatives. The remainder are lodgers, residents of hotels, furnished rooms, or institutions for the aged. An increasingly popular living arrangement for the aged is a self-contained retirement community, about sixty of which exist in the United States.

Although not all the aged are poor (75 per cent of the married couples and 90 per cent of the single people do not have any debts), millions of them are among the so-called permanent poor of America. The Social Security Administration reports that 1.9 million retired couples and 5.7 million single retired persons do not have an adequate standard of living. Half the aged widows and unmarried women have an annual income of less than \$1,000. Most of the aged must spend 90 per cent of their cash income.

Illness is a critical problem for this age group. A third of the patients in mental hospitals are aged. In addition to the mental and social problems created by chronic illness, an acute financial burden may result from even one serious illness. However, Medicare may alleviate part of this problem.

The aged are, in reality, an important community and family resource, for most members of this older group can make many more contributions than we realize. Although many families complain of the conflicts and misunderstandings that arise between the young and the elderly, it is possible to improve these relationships, leading to the greater happiness of all concerned. It is especially important that younger members of the

family realize that the emotional needs of the aged should be fulfilled. The need to feel a sense of belonging, and the need for recognition, affection, and achievement are extremely important. Home economics teachers are in a position to help families work out these problems, and to provide adult classes that will furnish occupation, entertainment, and satisfaction for our senior citizens.

Making Decisions

In our complex society, families are faced with the problem of making many decisions concerning the distribution of time, money, and other family resources.

Decisions have to be made about the kinds of homes families will have and what they will represent. It is important for the home economics teacher to know something about what a home may mean to different people. Many put social status first, others give precedence to such factors as self respect, good taste, and efficiency. For some, privacy and relaxation are the highest values. The home economics teacher can help the family to identify the values it holds highest, and to work out a plan for achieving them.

Families will also need special assistance in the spending of their income. Although the amount of spending devoted to services rose steadily from the end of World War II to 1960, it has tended to stabilize since then. Now families are spending more money on hard goods—cars, appliances, and the like. The slight decline in savings can probably be attributed to the fact that more income is going into Social Security, private pensions, disability and unemployment insurance, hospital insurance, and similar items.

Another area that is demanding considerable attention is the matter of morality and moral values. With the very rapid changes occurring in modern life, many individuals are reluctant to adjust their values and their beliefs to the new ways of living and consequently cling to outmoded values and ways. There is a need to discover new guidelines or concepts that will help individuals to adjust to the changes in society.

Decisions must be made about standards in all areas of life, involving an ability to discriminate between excellence and mediocrity. Standards apply not only to the management of a home but also to one's personal manner of living. A family has the responsibility of seeking excellence and transmitting the desire for it to their children and to others.

A home economics teacher may feel that there are many directives for

for professional and technical workers will be particularly acute and many of these positions will be open to women

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In our complex society, families are faced with the problem of making many decisions concerning the distribution of time, money, and other family resources.

Decisions have to be made about the kinds of homes families will have and what they will represent. It is important for the home economics teacher to know something about what a home may mean to different people. Many put social status first, others give precedence to such factors as self-respect, good taste, and efficiency. For some, privacy and relaxation are the highest values. The home economics teacher can help the family to identify the values it holds highest, and to work out a plan for achieving them.

Families will also need special assistance in the spending of their income. Although the amount of spending devoted to services rose steadily from the end of World War II to 1960, it has tended to stabilize since then. Now families are spending more money on hard goods—cars, appliances, and the like. The slight decline in savings can probably be attributed to the fact that more income is going into Social Security, private pensions, disability and unemployment insurance, hospital insurance, and similar items.

Another area that is demanding considerable attention is the matter of morality and moral values. With the very rapid changes occurring in modern life, many individuals are reluctant to adjust their values and their beliefs to the new ways of living and consequently cling to outmoded values and ways. There is a need to discover new guidelines or concepts that will help individuals to adjust to the changes in society.

Decisions must be made about standards in all areas of life, involving an ability to discriminate between excellence and mediocrity. Standards apply not only to the management of a home but also to one's personal manner of living. A family has the responsibility of seeking excellence and transmitting the desire for it to their children and to others.

A home economics teacher may find that there are many directives for

HOW HOUSEHOLD BUYING POWER IS SPLIT UP

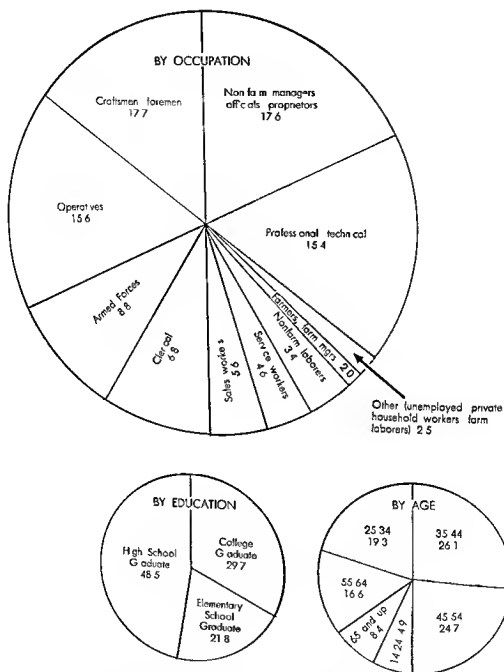


Figure 1-6 Effect of occupation, age and education on buying power (Reproduced by permission of *Sales Management, the Magazine of Marketing*)

her teaching. One of the most urgent, however, is a continual awareness of the many social changes which affect families. Not only must she be alert to these changes, but she must seek means to help families develop continuity, loyalty, and readiness to adjust in all ways.

THE EDUCATIONAL SETTING

Since the turn of the decade, one of the major emphases of our society has been on education. According to Ianni,¹⁰ education is America's largest industry. There are over 125,000 schools and 2,500 colleges and universities in the country. The student population represents well over 50 million young people, who are guided by 2 million teachers and over 100,000 administrators and supervisors. As a million more youngsters enter the public schools each year, the need for teachers—and for the facilities and programs to train them—will grow.

Social Needs and Education

Because schools are a part of society, they are subject to a variety of forces. The population explosion, for example, has caused a shortage of space and teachers, and has given rise to other inadequacies. The increased migration to the cities, and the flight of middle class families to the suburbs, has resulted in gross differences in the quality of education between urban slum schools and the more affluent schools of the suburbs. Some ways must be found to eliminate these inequities. According to the July 1965 White House Conference on Education, the schools must become community centers, providing welfare services and social services as well as education. Unemployment among large numbers of young people poses a problem that must be solved by an increase in the number and efficiency of vocational education programs. Furthermore, strong educational leadership is needed to implement the national commitment to racial integration. Lerner has outlined perceptively the responsibility of the schools by declaring that they should be concerned with helping society to know itself—its purposes, its limitations, its aims, its goals and means.¹¹

The Role of Knowledge

There has been, in education, a dramatic shift from an emphasis on factual and descriptive content to an *emphasis on basic concepts and*

¹⁰ Francis A. J. Ianni and Barbara D. McNeill, "Organizing for Continuing Change," *Saturday Review*, June 19, 1965, pp. 55-56, 71.

¹¹ Max Lerner, "Society and the Curriculum," in Dwayne Huebner (ed.), *A Reassessment of the Curriculum* (New York: Bureau of Publications, Teachers College, Columbia University, 1961), pp. 67-79.

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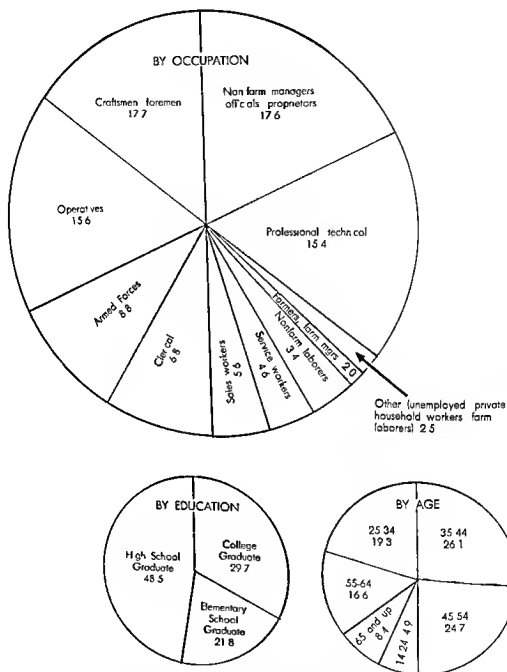


Figure 1-6 Effect of occupation, age and education on buying power (Reproduced by permission of Sales Management, the Magazine of Marketing)

her teaching. One of the most urgent, however, is a continual awareness of the many social changes which affect families. Not only must she be alert to these changes, but she must seek means to help families develop continuity, loyalty, and readiness to adjust in all ways.

Some educators believe strongly that the moral use of knowledge should be emphasized. This emphasis would include consideration of the ethical means of dealing with knowledge, the relationship between values and behavior, and the development of a personal value system and personal philosophy.

Nowadays, when students are bombarded, through the mass media and other means, with statements that may be deceptive or simply empty verbalizations, they must be fortified with certain guidelines for reactions. They must be made aware that not all knowledge that comes to them will be factual. They must be helped to develop perception to the feelings of others, an awareness of underlying assumptions, a sensitivity to the emotional content of ideas, and a consciousness of the range of different feelings within oneself.

Instruction

A critical problem of our times is the need to attain high quality of instruction at all levels of education. For example, is the preparation of the beginning teacher intensive enough to guarantee effective instruction? Can even a well-prepared teacher keep abreast of the rapid advances in knowledge that are now taking place? Is it possible for any one teacher to maintain a high level of initiative in all areas of subject matter? Should not outstanding teachers extend the benefits of their offerings to as many students as possible? All these questions have particular implications for home economics.

Some educators argue that one teacher can relate various areas of subject matter to the problems students are currently facing. Certainly prospective teachers should be helped to see relationships among their general education courses, their specialized courses, and their professional education. This might be facilitated if the gap between scholars in the traditional academic disciplines and those in education could be lessened. Some educators believe that educational objectives, particularly their wording, must be clarified and tightened. A study of the many processes involved in teaching would be helpful to improve instruction. Although each teacher generally develops a personalized style in the classroom, it is not always based on sound understanding of the steps in teaching.

Need for Research and Experimentation

At the 1965 White House Conference on Education, educators expressed concern at the few innovations in curriculum throughout the country.

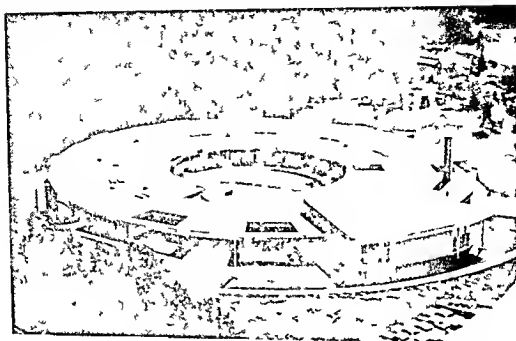


Figure 1-7 What should be the relation of school to society? (Courtesy Bethlehem Steel Corporation)

theories. It is assumed that there is a logical order inherent in knowledge itself and that concepts and principles characteristic of the various fields of learning can be structured. The man largely responsible for introducing this educational idea is Jerome Bruner.¹² He claims that students will be able to see how one idea follows from another and that this approach to education will permit individuals to understand, to predict, and even to change the world in which they live.

Not all educators have accepted this idea.Sizer¹³ complains that the major weakness of this curriculum concept is that the proponents have assumed that the subject will be taught a certain number of hours a week in classes of a certain size, that there will be no pretense of relating it to other subjects, and that it will be taught by a single teacher. He claims that an attempt should be made to consider the curriculum as a whole. This educator emphasizes that schools should identify a number of explicit goals and then consider the means for reaching them. He suggests that we start with a careful discussion of the kinds of behaviors that seem desirable for students to develop. An examination of these behaviors would then determine the kind of subject matter needed.

¹² Jerome Bruner, *On Knowing* (Cambridge, Mass.: Harvard University Press, 1962), p. 120.

¹³ Theodore R.Sizer, "Reform Movement or Panacea?" *Saturday Review*, June 19, 1965, pp. 52-54, 72.

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Much more money and time have been devoted to research in agriculture, business and national defense than to research in education. The recent enactment of a number of education bills, each of which stipulates special funds for experimentation and research, should help to change the situation. Research is particularly needed on the many problems of learning, institutional arrangements, the use of technology, curriculum content, and teaching techniques, but these are only a few of the many areas that demand attention.

In summary let it be emphasized that the home economics teacher must be aware and well informed about society, the family, and education. When a teacher faces a class she must be mindful of social and family influences on student behavior. One of her primary objectives is to stimulate student growth in self understanding and in human relations. An awareness of the changing world provides the perspective for this personal development. Students must be taught too, to be competent in making choices and in the many facets of homemaking that will improve the well being of their families. The success of a home economics program depends largely upon teachers who are well prepared to integrate the rapid changes in society and in education to instruction in home economics.

Suggestions for Further Learning

1. Select a nationally known newspaper, such as *The Christian Science Monitor*, *The New York Times*, *The Baltimore Sun*, or *The St. Louis Post Dispatch*. Read each issue of the newspaper for a week and carefully choose those news items that deal with the social problems mentioned in this chapter. Have you discovered any new viewpoints or information? What new insights have you gained? Are any of the points discussed of particular concern to the home economics teacher? Were any of your own values, beliefs, or attitudes challenged? If so, in what way? Did you discover any new social problems that were not discussed in this chapter? Have these articles stimulated you to any action? What kind?
2. Read *Family, Socialization, and Interaction*, by Talcott Parsons and Robert B. Bales (New York: The Free Press of Glencoe, 1955) and *Man and Civilization: The Family's Search for Survival*, edited by Seymour Farber et al. (New York: McGraw-Hill Book Company, Inc., 1965). Are any of the ideas in the books new to you? Do you agree or disagree with the writers' views? Select a particular area of home economics—such as child development, home management, or clothing

selection Would it be possible to integrate meaningfully one of the writers' ideas into the teaching of any one of these areas? How?

- 3 Take one of the social problems discussed in this chapter and consider its implications for the family, education, and home economics Express these relationships through a diagram, a sketch, a model, or some form of expression that is new to you
- 4 Select several of the readings in *Society and Education*, by James Rath and Jean Dresden Grambs (Englewood Cliffs, N J Prentice Hall, Inc , 1965) Discuss with others what you consider some of the provocative points highlighted by your reading, and apply your findings to the field of home economics
- 5 Select a controversial aspect of the impact of the world setting on home economics teaching Try to read as many different points of view as possible Discuss the challenging ideas you have discovered with others, taking, if necessary, an opposing view to stimulate discussion

Education Through Home Economics

HOME ECONOMISTS make some contribution to the education of individuals of almost every age through mass media, classes, conferences, preparation of educational materials, workshops, institutes, or individual consultations

A teacher should be well informed about the many aspects of the profession of home economics so that she can make sound judgments of present needs and future plans. This knowledge will also aid her in dealing with the many community, school, business, and government representatives who are involved in various programs.

HOME ECONOMICS ENROLLMENTS

Courses in home economics were offered in 95 per cent of all public secondary schools in 1959¹ According to the U.S. Office of Education,

¹ Beulah I. Coon, *Home Economics in the Public Secondary Schools, A Report of a National Study* (Washington, D C Office of Education, U S Department of Health, Education, and Welfare, 1962)

there were nearly 3 million home economics students in junior and senior high schools in 1961, double the enrollment of twenty years ago. Nearly one half of all the girls in these schools were enrolled in home economics courses in 1959-73 per cent of the eighth grade girls were enrolled in such courses, in the eleventh grade, 28 per cent. A total of 63,000 boys—1 per cent of the boys enrolled in these schools—were taking home economics courses. It took 25,050 home economics teachers to teach all of these courses, 82 per cent of them giving their full teaching time to home economics.

Typically, home economics is a required course in the schools of small communities but an elective course in communities of 25,000 or more people. About 93 per cent of the smaller communities but only 74 per cent of the larger ones required home economics in the seventh and eighth grades. Of eleventh and twelfth grade courses, 9 per cent were required in the smaller communities, 5 per cent in the larger ones. Most of these courses were titled 'Home Economics' or 'Homemaking'. Some schools offered them as 'Foods,' 'Clothing,' or 'Family Living'.

Adult Education

In 1964, 5,000 home economists were employed in county, state, and federal positions in cooperative extension services, according to Linder.² At the local level, adult education in home economics is offered by community agencies through the mass media of television, radio, and newspapers as well as through group and individual consultations. Forty per cent of the public secondary schools offered classes in home economics for adults.

College

During 1963-1964, according to the U.S. Office of Education, 89,372 women and 6,659 men in 406 colleges were enrolled in home economics courses. Although there has been a steady increase in the number of students enrolled in home economics, the percentage of these students in the total college enrollment has steadily decreased. In 1964, Linder³ indicates, 10,296 degrees were awarded in home economics, 1.7 per cent of the total degrees conferred in all fields. Of this number, 9,245 were

² William W. Linder, *Recruiting Home Economists* (Washington, D.C.: Personnel Management Branch, Division of Management Operations, Federal Extension Service, U.S. Department of Agriculture, 1963).

³ *Ibid.*, p. 12.

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Figure 2-1 The Peace Corps offers many opportunities to Home Economists
(Photograph by Peace Corps)

tion is available today in practically every corner of the world. New positions are opening in low-income housing developments where home economists work with families. The Job Corps and other government projects will create a domestic need for additional home economists, and there are many opportunities for international service, including the Peace Corps, as well. Programs such as Project Headstart that relate to preschool education, particularly for the disadvantaged, are attracting home economists who have an interest in child development. There is a possibility that urban extension services will be strengthened. The expansion of homemaker services will require home economists to train women to perform these jobs. The demand for research workers is acute in all areas of home economics, but particularly in education. The supply of home economists to meet present demands is inadequate, hence it is urgent that an active recruitment program be launched to take care of both present and future needs.

A 1963 study of college educated American Home Economics Association members⁵ revealed that more than 58 per cent of them were earning

⁵ "Profiles of the Home Economics Profession" *Journal of Home Economics* Vol 53, No 6 (June 1963), p 394

baccalaureate degrees, 18 per cent of all such degrees given, 1,000 were master's degrees, 1 per cent of all such degrees, and 51 were doctoral degrees, 0.4 per cent of all such degrees. The small number of doctoral degrees awarded indicates a serious situation, for top leadership—sorely needed in our profession—is developed usually at this level.

TABLE 1
TOTAL DEGREES CONFERRED IN HOME ECONOMICS BY LEVEL *
1959-1964

Year	Baccalaureate and		
	First Professional	Masters	Doctoral
1964	9 148	982	46
1963	8 381	902	52
1962	8 213	907	48
1961	8,174	953	38
1960	8 289	821	44
1959	8 251	863	30

* Source: Adopted from Table 4 in William Linder, *Recruiting Home Economists* (Washington, D.C. Personnel Management Branch, Division of Management Operations, Federal Extension Service U.S. Department of Agriculture 1965). Data secured from U.S. Office of Education.

HOME ECONOMICS AS A PROFESSION

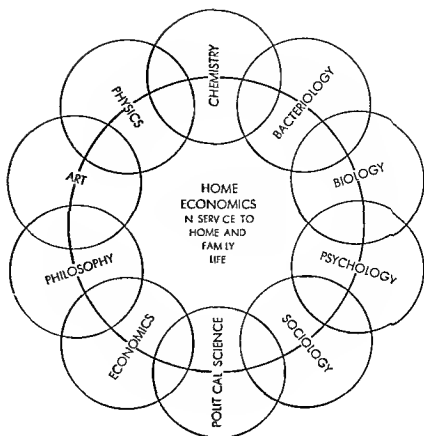
Employment

According to 1965 data from the Bureau of Labor Statistics,⁴ there were 90,000 persons employed in home economics occupations in 1962. Nearly 50,000 of them were teachers, 28,000 were dietitians, 5,000 to 6,000 in private business firms and associations (for example, testing food products, preparing educational materials, and developing advertising and public relations programs), and 5,000 in cooperative extension work. The remainder were employed as research workers, social welfare consultants, or were self-employed as consultants to industries and institutions such as hospitals.

Based on current utilization of home economists, it is estimated that approximately 15,570 home economists are needed each year to fill positions in the United States alone. Furthermore, a home economics posi-

⁴ Bureau of Labor Statistics, U.S. Department of Labor, February 3, 1965.

Figure 2-2 The integrating function of Home Economics
(Courtesy of Grace Henderson, *Development of Home Economics in United States*, College of Home Economics, Pennsylvania State University.)



and service concerned primarily with strengthening family life.⁷ Home economists, the Association states, are engaged in educating the individual for family living, in improving the services and goods used by families, in conducting research to discover the changing needs of individuals and families, and the means of satisfying these needs, and in furthering community, national, and world conditions favorable to family living.

The content of home economics is a synthesis of knowledge developed by its own workers and of that developed by the physical, biological, and social sciences, the arts, and the humanities that is applicable to the improvement of family living. These aspects of family living that are the concern of home economics include

- Family relationships and child development,
- Consumption and other economic aspects of personal and family living,
- Nutritional needs in the selection, preservation, preparation, and use of food,
- Design, selection, construction and care of clothing, and its psychological and social significance,
- Textiles for clothing and for the home,

⁷ *Home Economics, New Directions, A Statement of Philosophy and Objectives* (Washington, D C American Home Economics Association, 1959)

TABLE 2
SALARIES OF HOME ECONOMISTS IN 1962 *

Salary Range	Per cent of Membership *
\$ 5 500-7 490	36.7
4 000-5 499	36.6
3 500-4 999	16.3
Under 3 999	5.4
10 000-15 000	4.6
Over 15 000	0.4

* Percentages based on returns of 23 367 questionnaires

* Source: Table adapted from information on "Profile of the Home Economics Profession," *Journal of Home Economics* Vol. 55 No. 6 (June 1963) p. 394

at least \$5 500 annually \$600 more per year than the 1962 median full-time salary of \$4,900 for women in professional and technical occupations. Salaries for beginning home economists are among the top for women-only women in such fields as engineering, physics, chemistry, mathematics and the biological sciences are apt to receive higher starting salaries. There is a high positive correlation between education and salary. Almost 46 per cent of home economists with Ph.D.'s were receiving salaries of \$10,000 to \$15,000. Holders of master's degrees in home economics reported salaries in the \$5,500 to \$6,400 range, those with baccalaureate degrees reported salaries in the \$4,000 to \$5,500 range (Table 2). Of the home economists who participated in the Association's study,⁶ 65.6 per cent held baccalaureate degrees, 27.7 per cent held master's degrees, 3.05 per cent held doctoral degrees, and 3.6 per cent held other types of degree. Of the participants, 84 per cent worked full-time, 5 per cent part time, 9.4 per cent were not employed, and 1.6 per cent were retired. Almost 25 per cent of the part time workers earned more than \$4 000 annually.

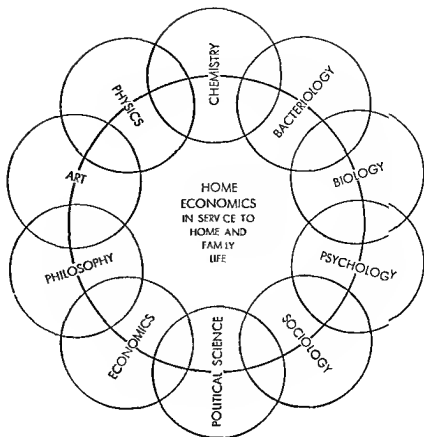
Teachers of home economics are predominantly in the forty-to fifty-four years age bracket. About 30 per cent are in the twenty-five-to thirty-nine years age group, and 26.5 per cent are under twenty five years old. Only 1.6 per cent are fifty-five years old or older.

Definition and Concerns

A statement of the philosophy and objectives of the American Home Economics Association defines home economics as a field of knowledge

⁶ *Ibid*

Figure 2-2 The integrating function of Home Economics
(Courtesy of Groce Henderson, *Development of Home Economics in United States*, College of Home Economics, Pennsylvania State University)



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⁷ *Home Economics, New Directions, A Statement of Philosophy and Objectives* (Washington, D.C. American Home Economics Association, 1950).

Housing for the family and equipment and furnishings for the household

Art as an integral part of everyday life

Management in the use of resources so that values and goals of the individual the family or of society may be attained

Home economics is not the only professional field dealing with these aspects of family living but it is the only field concerned with all of them. Some critics state that a psychologist a social worker an economist or a scientist can do the work of a home economist. By integrating all these areas however a home economist has a unique perspective from which to improve family and personal living. The American Home Economics Association has defined three challenges for home economists:

To serve more individuals and families and serve them more effectively

To expand research and focus it on the needs of individuals and families

To strengthen education for the profession⁸

Status As a Profession

Home economics is a relatively young profession and it is still enduring some of the vicissitudes of acquiring the characteristics of a profession. Nosow⁹ has pinpointed some of these difficulties. A profound problem is determination of the home economists' responsibility in terms of the rapidly changing functions of the family. Many of the traditional functions such as production of food and clothing have disappeared and the area of family relations and child care is one of the few that remain. As interest has shifted to the family within wider frames of reference it has been difficult for the home economics profession to relate the entire membership to one intellectual focus. Because of its wide diversity there has been a noticeable fragmentation in the profession. For example the home economist who is a fashion coordinator may feel she has little in common with the nutritionist who works with low income families. Many home

⁸ *Ib id.* pp. 10-13

⁹ Sigmund Nosow, "The Nature of a Profession: Home Economics—A Particular Case" in *The Field of Home Economics—What It Is* (Washington, D.C.: American Home Economics Association, 1964).

economists have lost sight of their basic responsibility of helping individuals improve their homes and their family living

Many of the problems of education in home economics are closely tied to education for women. Unfortunately, in many areas, women in our western society continue to have a lower status, and their efforts—not only on the job in the home—are frequently considered of minor consequence. Nosow¹⁰ holds that the profession must develop a cohesive organization, and build its role around professional functions of research and specialized applied activities. Brown¹¹ is of the opinion that if home economics is to establish itself as a profession, it must give attention to the logical foundations of knowledge in the field—the development of a system of cognitive values as well as identification of basic altruistic values, for a profession must have a commitment to itself as well as to society. Brown also believes that prospective members of the profession must be rigorously chosen from among those who likely will best represent it.

HOME ECONOMICS PROGRAMS

Amidon¹² emphasizes that the home is expected to remain stable, a place of refuge from the shock of the many changes taking place in the world, it is important, she believes, that every person be educated in home and family living if family life is to be successful in that role. Organized education in home economics, she believes, can contribute to stronger families, assisting students to integrate knowledge from other courses and to apply it to home and family living. Through a systematic approach to the subject, the student will be able to establish her own goals, examine and clarify her values and beliefs, and utilize her resources wisely for successful personal and family living.

According to studies reported by the American Association of School Administrators,¹³ many students have a desire for education in the techniques of skillful family living. They were concerned about the differentiation of masculine and feminine roles, homemaking, and ways to resist

¹⁰ *Ibid*

¹¹ Marjory Brown, "Home Economists and Professional Values" in *The Field of Home Economics—What It Is and What It Does*

¹² Linda P. Amidon, "Education for Home and Family Life," *School Life*, Vol. 42, No. 9 (May 1960), pp. 31-35.

¹³ *The High School in a Changing World*, Thirty-Sixth Yearbook, American Association of School Administrators (Washington, D.C.: National Education Association, 1955), p. 76.

disintegrative forces associated with the home. They were especially anxious to have an integrated educational experience rather than disjointed emphases in many courses. Because the family continues to remain the basic social unit, it makes sense to be well prepared for this area of living.

Preschool Education

Under the guidance of home economics teachers who are especially prepared to work with this age level, children in nursery schools or child care centers may be encouraged to develop desirable habits that will lead to optimal development. Some high schools operate nursery schools in which the high school students participate. The value to the high school students of this education for future parenthood and for future positions is difficult to estimate, but the students do have a chance to observe themselves realistically as they work with the children. High school boys, interestingly, tend to strengthen their masculine image. As the number of working mothers increases, there will be greater need for nursery schools.

Figure 2-3 Preschool Education is valuable for young children and for older students who participate. (Courtesy Hudson Photographic Industries, Inc.)



and child care centers Home economics teachers can make a special contribution as experts in child development

Elementary Education

Home economics logically begins in the elementary grades, according to Cowles ¹⁴ A happy home is as important to a child in the first grade as it is to a high school senior There are many opportunities for home economics to become integrated with the total program of any grade at the elementary level.

In some schools home economics teachers are given released time to serve as consultants to elementary teachers This service may include helping to plan suitable experiences that emphasize home and family living in relation to the learnings of students For example, when a particular country is studied in social studies, questions may be raised about their way of life Some foods actually may be prepared, pictures of homes and clothes may be displayed, or a film about this nation that highlights family living may be shown The use of leisure time, the games played, the holidays that are celebrated are other areas for exploration A comparison of similarities and differences in living is especially valuable

In other instances the home economics teacher may, with the help of students, demonstrate certain nutritious foods which they could prepare at home—quick-cooked cereals, dried or fresh fruits, dishes with milk, instant puddings, and the like A mobile home economics unit, which includes cooking units, kitchen equipment, fabrics, materials for mending, detergents and other cleaning agents, and similar items is used in some schools, wheeled from room to room as the need occurs

Home economics can be integrated with mathematics, through measuring ingredients and studying recipes, or measuring fabric for making, say, a chef's cap In literature, stories or poems may be read or told about mother's work at home or ways to help mother Feelings or ideas about the importance of the home might be explored through songs or art work In science, simple experiments may be conducted with detergents or cleansing agents to compare the capacity of different brands in removing common household soils Another experiment might demonstrate the effect of heat on protein foods Animal experiments in nutrition may be suitable for upper grades The possibilities are limitless

The school cafeteria can provide many learning experiences, such as good table manners, the ingredients of a nutritious lunch, how to be a

¹⁴ Ruth C Cowles, "Instruction in Homemaking," *NEA Journal*, Vol 45, No 5 (May 1956), pp 286-287



Figure 2-4 A kitchen on wheels may be taken into the elementary school classroom

gracious host or hostess, and menu planning. Students could be made responsible for the bulletin boards in the cafeteria, for organizing the serving lines, for returning trays, for decorating the tables with mats and interesting centerpieces, and for actual assistance in such tasks as putting a glass of water on each tray.

Some junior and senior high schools may use the elementary grades, if such are conveniently near, as a laboratory in learning more about small children. They may assist on the playground or in the classroom for a limited time. Observing children for certain behaviors, speech patterns, eating habits, and the like can be quite revealing. Sometimes pupils from the lower grades can be brought to the home economics room, so that each student has an opportunity to work with a small child or two, thus enhancing their value as family members.

Junior High School

Home economics teachers reach more students at the seventh and eighth grade levels than at any other. Some authorities advance the belief

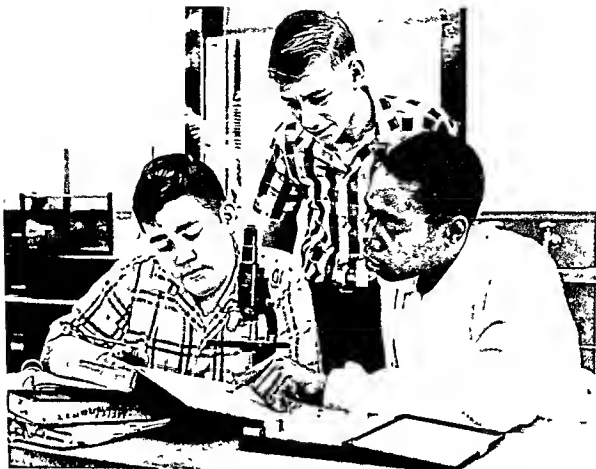


Figure 2-5. Boys profit from Home Economics. (Photo Courtesy American Dairy Association.)

that home economics should be exploratory in nature at this stage, but whatever the focus, the teacher must plan to meet the problems, needs, interests, and objectives of this age group. Seventh-graders are generally enthusiastic, curious, expansive, and outgoing. Their interest span is short, eye-finger muscle coordination is poor, and their behavior is uneven—they may be mature one moment and childish the next. The range of physical development is great.

The eighth-grader is usually better organized and has more control but is inclined to be sulky and moody at times, or to have feelings easily hurt. Great individual differences exist, but there is a strong group consciousness. Interest is expressed in the opposite sex with a concomitant concern in social skills.

Programs at this level are organized in various ways. A one-semester course, which meets every day, is more valuable than a year course offered one or several days a week, according to Amidon.¹⁵ The concentrated block system appears to have many advantages. Coordinated with

¹⁵ Amidon, *op. cit.*, pp. 32-33

art music, and industrial arts, it allows boys to take courses in home economics for a number of weeks and girls, similarly to take courses in industrial arts. In some vocational schools, home economics does not begin until the ninth grade. Classes usually meet daily, as part of a two or three year program.

Senior High School

The courses planned for students at this level have various purposes. They may be designed for the girl who marries in high school or soon after graduation, for those who wish instruction for wage earning, or for those who intend to specialize in a certain area—foods, clothing, child care, or the like. Some courses, offered for college-bound girls and boys, attempt to interrelate many of the areas that will have special meaning in their personal lives as homemakers and family members. The emphasis in these courses is on preparation for marriage, family living and health, consumer education, management and housing.

Future Homemakers of America

The Future Homemakers of America consists of over 500,000 high school students who have studied or are studying home economics for the purpose of extending and enriching their classroom work. It provides a framework for home school community cooperation, and for the development of leadership among students. Each chapter is considered an integral part of the home economics program. Because FHA is organized on the local, state, and national levels, it is very influential.

Home Economics in Urban Areas

There is a special challenge to home economics to provide meaningful programs in large cities. In 1960 one of every three children in schools of the fourteen largest American cities was considered culturally deprived, by 1970, it is estimated one of every two children enrolled in city schools will belong to this disadvantaged group. Already this has come to pass in Washington D.C., Philadelphia, Pa., Baltimore, Md., and Wilmington, Del. It is estimated that by 1980, 70 to 75 per cent of the total population will be living in cities of 50,000 or more. Many home economics teachers will not only have to be well prepared to work with the disadvantaged in these cities but will have to be geared to urban education in general.

As cities grow larger their populations become ever more stratified by



Figure 2-6 A French Home Economics Class (Courtesy *Forecast for Home Economics*)

income, socioeconomic status, race, and other characteristics. The schools in many of these slums are often considered problem schools and teachers are reluctant to teach in them. Yet the strongest way to attack this problem of the disadvantaged in urban areas is through education, and home economics must share in this responsibility.

International Home Economics

The role of the American home economist has expanded to include the improvement of home and family living in other nations, by actual work abroad or through contacts with visitors, students, and home economists who come to the United States from other parts of the world. Teachers may participate through the Fulbright Teacher Exchange Program or in schools abroad for the children of American military and civilian personnel. Opportunities to work abroad are also available through international programs sponsored by churches, clubs, foundations, and the federal government, as well as by United Nations organizations such as

the Food and Agriculture Organization, the Educational, Scientific and Cultural Organization, and the United Nations Children's Fund. Occasionally the governments of other nations solicit the direct aid of American teachers and home economists.

Teachers working abroad must show considerable ingenuity in utilizing limited resources creatively and in planning programs suitable to the people affected. A strong reliance on basic principles of home economics is essential to bring about improved living habits of a people.¹⁶

Newsom¹⁷ has stated

As we serve the needs of our students, we must expand the horizons of their thinking to include the whole world. Although it is urgent and essential that our citizens have a much better understanding of the principles which undergird our way of life, we cannot afford any longer to ignore the other significant cultures of the world, many of which are rapidly emerging with basic roles upon the stage of international affairs.

It is no longer sufficient to prepare students for improved family living only in their own communities, their own state, even in just their own country. Programs must be broadened so that students will be knowledgeable about the ways of family living around the world, and be sufficiently flexible to adapt to family living in any part of the globe where they may chance to visit or to live. This appears to be a large order, but it is not an impossible one.

Suggestions for Further Learning

1. Read the pamphlet *Development of Home Economics in the United States*, by Grace M. Henderson (College of Home Economics Publication No. 156, University Park, Pa.: College of Home Economics, The Pennsylvania State University, 1955), and analyze areas in which you agree or disagree with the author, in regard to important aspects of home economics education.
2. Read the complete report *Home Economics, New Directions*, A Statement of Philosophy and Objectives (Washington, D.C.: American Home Economics Association, 1959), and evaluate it critically. What would you add, delete, or change? How would you implement these ideas in teaching?

¹⁶ *Home Making Around the World* (Washington, D.C.: International Cooperation Administration, 1958).

¹⁷ Carroll V. Newsom, *President's Talk at Faculty Convocation* at New York University, October 23, 1961.

- 3 If you were to plan a home economics program without leaning on any precedents for elementary, junior high school and senior high students, what innovations would you suggest?
- 4 Take a stand on one of the most controversial issues in home economics education "Is home economics general or vocational education?" Find your own background references in articles from the *Journal of Home Economics* and *American Vocational Journal*

The Home Economics Student

ONE OF THE MOST commonly recognized ingredients of success in teaching is a sound understanding of one's students. Gaining such understanding must proceed in a spirit of inquiry, challenge, sympathy, and compassion. Teachers do not *instinctively* know their students—teachers must *learn* about them by learning the contexts and chains of events that made those individuals what they are. The teacher must recognize the current stage of development of each of her students and enter imaginatively into the life of each. With these and similar competences, a teacher can help each of her students to achieve a well defined, mature selfhood.

HUMAN DEVELOPMENT

Every student is unique. Each has discrete physical, social, emotional, and intellectual dimensions. At whatever age a girl comes into the home economics classroom, her development will reflect the interaction of or-

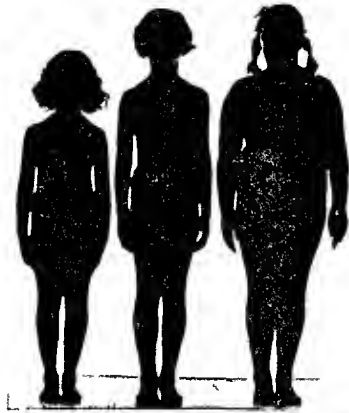


Figure 3-1 Girls of the same age but varying in other characteristics (United States Department of Agriculture photo)

ganic and environmental forces. The result may be positive or may indicate minor or serious deprivations.

There are many theories of development, but most agree that a child progresses through various stages, which are interrelated with the physiological, psychosexual, cognitive, motor, and social aspects of growth. An individual's environment has a powerful impact on his development, according as it does or does not provide vital, nurturing factors. The supportive effect to a student's life of adults, such as friends, family, and teachers, will facilitate his development.

A teacher can be especially helpful to her students if she is aware of the stage when maximal behavior changes take place. Experts suggest that there are probably a number of these crucial times, and if wholesome environmental influences and social experiences are not then present, an individual will be handicapped in his development. Having these experiences too early or too late dilutes their effectiveness as stimulators of maturation.

Erikson¹ specifies the discovery of self-identity as a stage in the developmental sequence of the adolescent. If this stage progresses normally,

¹ Erik H. Erikson, "Youth and the Life Cycle" (an interview), *Children*, Vol. 7, No. 2 (March-April 1960), pp. 43-49.

then the student will feel he is in command and in harmony with himself and his capacities. He will know where and how he can function best; he will feel himself in possession of the inner resources needed to accomplish these ends. This stage is especially important because it depicts an outgrowth of previous ones.

If a teacher is unaware of this critical point in adolescent development she is not in a position to help a student overcome doubts about his identity, should they occur. The teacher must understand the student's present in relation to the past, and must be tolerant when a student lapses into a prior stage, indulges in excesses, gropes for values and meanings—all of which are inescapable concomitants of development. A student who does not acquire the characteristics of successful development at the appropriate time will be hampered by immature attributes—a situation that inevitably leads to frustrations and difficulty in coping with later stages of maturation.

Keeping up to date on available knowledge and research in human development will help the teacher to analyze and differentiate acceptable from unacceptable behavior; she will realize that every behavior is telling her something about any given student. The perceptive teacher will carry over her knowledge of human development into her teaching. Her students will be helped to acquire greater personal effectiveness, for she will recognize those special moments when a child is eminently teachable.

EMOTIONAL NEEDS

Students learn more easily if they have ready access to people who will help them satisfy certain essential needs. Young people strive to fulfill these wants so intensively that fulfillment is sought by any available means.

The needs of the human personality are infinite in number and manifestations. Individuals have many other needs but these eight seem unusually important, according to Rath:²

1. The need to belong;
2. The need for achievement and recognition;
3. The need for economic security;
4. The need to be free of fear;

² Louis E. Rath, *An Application to Education of the Needs Theory* (Bronxville, N.Y.: Modern Education Service, 1949).

- 5 The need for love and affection,
- 6 The need to be free of intense feelings of guilt,
- 7 The need for self respect,
- 8 The need for an understanding of the world in which one lives

If emotional needs are not met, frustration occurs. As frustration develops, one of five conditions may emerge. Individuals may become (1) hostile, belligerent, or aggressive, (2) nonparticipating withdrawn, or solitary, (3) victims of psychosomatic illnesses, (4) submissive in behavior, forever yielding or indecisive, or (5) have a combination of any two of these behaviors. Such individuals give indications of being unable to learn new behaviors or to adapt themselves to new ideas readily. Frustration seems to interfere with one's ability to grow or to adjust to the new situations that arise constantly in daily living.

None of these theories has been proven with any finality, but it is clear that students gain considerably in social and academic learning, and in direct proportion as their teachers try to meet their emotional needs.³ Students improve their scores on standardized tests, their social acceptance increases, school absences are reduced, the frequency and intensity of certain illnesses or symptoms seem to decline, and certain attitudes of prejudice become less intense.

Any effort the teacher makes must be characterized by patience, persistence, and high courage but, in addition, according to Rath,⁴ certain specific points are basic in any long range plan to meet the needs of certain students:

- 1 The teacher should not consider herself a clinical psychologist
- 2 The teacher is not usurping the place of home and mother. The school is merely trying to do what it can.
- 3 Teachers act on the assumption that if a psychological need is apparent it should receive attention, just as a physical need would
- 4 Teachers must assume that students' behaviors will indicate if their emotional needs have or have not been met

As the intensity and frequency of frustration abates a student will become more secure and require less attention. The teacher must be

³ Anna Carol Fults *Improving Learning Through Emphasis on Human Relations in an In Service Teacher Education Program* (Little Rock, Ark. Arkansas State Teachers College, 1948)

⁴ Rath, *op cit*

sensitive to these changes and she should keep some kind of simple record of the frequency and the intensity of the behavior manifestations associated with the various emotional needs of her students. Working with individuals with unmet needs requires patience and long range planning. A teacher should not become discouraged. It is important that she not overlook her own emotional needs, for only to the extent that she is secure, happy, and stable herself will she be able to give help to others.

If the needs theory is to be applied in home economics, it is imperative for the teacher to develop skill in the identification of unmet emotional needs and to be cautious in her judgment of behaviors. Certain behaviors may or may not be indicative of an unmet need, but if students consistently tend to show the behaviors described below, then it may be assumed that these actions are part of a pattern in their lives.

Aggressive Behavior

Frustration is indicated by aggression. Some students manifest aggression by name calling, domineering talk, and statements indicating resentment of authority and rejection of others. They may talk about getting revenge for real or imagined hurts from others, at times, they may brag or make claims of superiority.

Overt acts such as pushing, hitting or slapping, kicking, or throwing things are other symptoms of aggression. Cruelty to animals or persons may also be evident. Hostile acts may be directed against property—breaking dishes in the laboratory, wrecking a sewing machine, or taking more than a proper share of supplies. The movements of some aggressive students are quick and jerky.

Submissive Behavior

Submissive students have little sense of direction and constantly look to the teacher or to other students to make decisions for them. They tend to cling to old ways of doing things and to resist new ideas. These students yield to authority with little or no protest, and readily submit to group opinion. They fear to make mistakes, and their feelings are easily and often hurt.

Submissive students seldom voluntarily contribute to class activity. Frequently they seem content to imitate others, displaying little initiative. They may have few if any close companions. Habits such as biting nails or twisting hair may be identified with submissive behavior.

The Withdrawn Child

Some students manifest frustration by withdrawal. They read, play, and work alone. They are seldom chosen by classmates for teamwork in the laboratory or to participate in social functions. Since these students are usually not accepted by their peers, they linger or dawdle at the end of a period rather than joining the crowd. Often they attempt to compensate by engaging in specialties of one kind or another, such as exotic handicrafts or playing an unusual musical instrument.

The student who manifests withdrawn behavior is always on the fringe of things, never in the midst of them. Sometimes these girls or boys are conspicuously awkward and dull. They often seek associations with adults such as older members of the family, the teacher, or a church leader.

Psychosomatic Illnesses

Frustration is often manifested in psychosomatic symptoms, such as eczema, rashes, and other skin conditions associated with allergies, cardiovascular disturbances, arthritis and other forms of rheumatism, migraine headaches, recurrent body pains, disturbances of the gastrointestinal tract, such as severe diarrhea or colitis, and respiratory conditions, such as throat irritations, hay fever, and bronchial asthma. Frustration gives rise to speech defects, such as stuttering or lisping, and nervous tics. Dunbar⁵ concludes that the frustrated child is accident-prone. Psychosomatic symptoms may not be sufficiently serious to demand hospitalization or the constant attention of a physician, but they often indicate the presence of disturbances that should be corrected.

In some instances, students may indicate symptoms of several types of frustration, for example, aggression and psychosomatic illnesses. A tendency to express any of the above behaviors repeatedly indicates an unmet emotional need.

Teachers who observe student behaviors of presumptive frustration may examine student records, or consult with students' former teachers and guidance counselors regarding evidence of past emotional disturbances. Educational services have produced tests to reveal students' emotional needs. Among them are the *Mooney Problem Checklist*⁶ and the

⁵ Ilanders Dunbar, *Mind and Body* (New York: Random House, 1947).

⁶ Ross Mooney, *Manual to Accompany the Problem Checklist* (Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1919).



Figure 3-2 Each student needs friends

Wishing Well,⁷ which may give clues to student problems. A teacher must learn to make refined observations of student behavior and to gather any data that will assist her in identifying signs of frustration. Because teachers will want to know what to do to help students whose emotional needs are not being met adequately, some suggestions are offered here as tentative guides to action. In working with a student it may be necessary to try several approaches.

Need to Belong

To feel secure, every individual must have a sense of belonging—of being among people who like him and want him, of being part of a group that misses him when he is absent. The student who does not belong, who

⁷ Louis Rath and Lawrence Metcalf, "The Wishing Well, An Instrument for Identifying Some Needs of Children," *Educational Research Bulletin*, Vol. 24, No. 10 (October 1945), p. 169.

has a sense of rejection, may express it in various ways "No one ever calls me on the phone," "Why don't I have any dates?" or "Why don't my parents have time for me?"

To help the student who feels unwanted, be friendly and make your greetings as personal as possible. If the student has been absent, tell her you have missed her. Provide opportunities for her to talk to you both in and out of school. Accept the student's attention and offerings graciously. Help the rejected child to develop skills in the foods or clothing laboratory so she may work more effectively with others. Help her find ways to improve her personal appearance and social skills. Give her the idea that she is accepted even though her behavior may not be acceptable. Temporarily overlook peculiar mannerisms or unpleasant personal habits.

Other ways of helping the rejected child will occur to the alert teacher, but bear in mind that the most effective help is a kind, warm, accepting manner.

Need for Achievement and Recognition

In home economics, students derive a sense of achievement if they do well, as they are expected to, and are praised accordingly. Inevitably there will be students who feel inadequate and insecure because their need for achievement is unfulfilled. Such students feel that they are never given a chance to prove that they can do something well. They clamor for attention and frequently make excuses. "I could have made a better blouse if I had material like Sue's." They may voice dissatisfaction with their personal accomplishments, wishing they could dance better, receive A's in school work, or be more active in clubs. They may be indecisive, lazy, indifferent, and generally convinced that they don't amount to much.

Home economics students might more readily fulfill their needs to achieve if standards for achievement could be made flexible. Individual standards could be set for each girl, adjusted to her particular abilities, and her assignments designed to make her feel she can succeed within the standards set for her. It is important to recognize improvement and to give students opportunities to display their talents frequently, but it is important too to help them learn to be good losers.

Need for Economic Security

Economic security is associated with pleasant relationships and a confidence that certain requirements of everyday living will continue to be met. A student's lack of security as it relates to money matters may have

been produced in the home by family financial problems, fear that her father's job is endangered, or uncertainties about her future education or employment. In any of these threats to a student's inner security, a home economics teacher can do much to help.

In a classroom, widely different family incomes are represented, and teachers must be careful not to impose financial demands that would be a hardship on students. Individual contributions in fund raising campaigns should never be publicized. Reassuring students by giving them an opportunity to talk or write about their troubles may be beneficial. A realization that other persons have emerged from similar crises may be encouraging.

Freedom from Fear

Fear plays a powerful role in the lives of all individuals, particularly young children and adolescents. It is very difficult for a child to develop positive personality characteristics if he lives under a heavy pressure of fear. The home economics teacher should help her students to distinguish between unrealistic fear and reasonable natural caution. Teachers should help students to discover that many of the common fears in everyday life can be intelligently overcome. For example, pieces of equipment in the laboratory, such as knives, sewing machines, and pressure cookers are useful tools that are not dangerous, if used properly. Fear should never be used as a motivating device.

Some students are afraid of new ideas, of new acquaintances, or of new assignments. Pointing out the excitement of newness may break down fears. Other students are afraid not to conform. Calling attention to the various differences in people, books, or communities may demonstrate that diversity creates stimulating experiences.

Need for Love and Affection

The need for love is closely related to the need to belong. At all age levels there seems to be a human requirement for deep warmth and love in one or more human relationships. There are a number of ways in which a teacher can help students whose need for affection is unfulfilled. The child who is the least lovable may be greatly in need of love. The teacher should not be ashamed or reluctant to offer affection, but she must carefully suit her approach to the age level of the student, for what would be accepted by an elementary school child might be resented by a high

school girl. No matter what their ages or problems, consistent, friendly relationships with her students are always rewarding to a teacher

Freedom from Guilt

In the course of growing up, a child has to learn many of the rules and regulations of social living. Typically, children who do not measure up to adults' life requirements are often scolded or are otherwise made to feel guilty. If children are shamed or debased, their feelings of guilt are intensified. Teachers should not be horrified with youngsters' imperfectly formed attitudes toward sex, cheating, lying, or stealing, nor be disgusted with their seeming lack of cleanliness or inclination to use coarse language. Teachers need to find out the why of this behavior, then help students to understand themselves. They should not lead their students to believe that to lose is a disgrace, or give them the impression that adults never make mistakes.

Need for Self-Respect

A feeling of personal worth is of the utmost importance in the development of a healthy personality. If a child is made to feel insignificant—too young, too small, or too inexperienced to be taken into consideration—his feelings of personal worth will be weakened. Students have a need for self-expression. They want to share in the planning of their lives, in the process of making selections and decisions in matters that affect them.

Teachers can help meet this need in many ways, for example, students may be asked to share in setting up standards of achievement, in choosing curriculum experiences, and in deciding on possible solutions to current problems. Giving boys and girls choices about learning to think and plan together, learning to identify values, learning to appreciate differences, learning to get along with others, and learning to explore the world, is to show a respect for them which, in turn, will help them to develop and enjoy an awareness of being important persons whose ideas and values are respected.

Need for Guiding Purpose

Young people want to make life meaningful, knowledgeable, and understandable. From motion pictures, radio, television, newspapers, books, magazines, and from family, friends, teachers, and religious leaders,

young people learn about disease divorce war unemployment, discrimination delinquency and other social problems. Questions may pile up in their minds as they attempt to come to grips with the whole of it. When a student does not understand her place in the world, she may become disturbed. The job of the teacher is to help the student intelligently fashion purposes that are compatible with the real world.

To help meet this need a teacher will do well to provide a permissive atmosphere so that students are free to ask questions and to express concern about social problems. The teacher must realize that it is important for students to find answers themselves. This implies that the teacher's role is to help them recognize and consult available resources to consider alternate solutions and to examine many points of view. Of course, the teacher herself must be poised and stable enough to inquire into new problems.

THE CONCEPT OF SELF

An individual's self concept has emerged through her life experiences unfortunately many students suffer from limited concepts of themselves. The teacher must realize that a student's concept of herself is reflected in her aspirations her motivations her fears and her behavior.

Identification

A student's consciousness of self is indicated by certain behaviors. According to Kelley⁸ the student who thinks well of herself in an uncoerced way and is a good judge of her capacities and what she can accomplish has developed a wholesome self image. The student who accepts herself will accept others more readily and recognizes her need for their acceptance. She will have a tendency to look outward to others rather than inward at herself.

Improvement

Students who accept themselves are active participants in life and are interested in improving themselves. They are willing to look at and learn

⁸ Earl C. Kelley, *The Fully Functioning Self in Perceiving Behaving Becoming* 1962 Yearbook of the Association of Supervision and Curriculum Development (Washington D.C. National Education Association 1962) p. 15.



Figure 3-3. A student's self-image may be reflected by the manner in which small children respond to him. (Courtesy of Will Kyselka, University of Hawaii.)

from mistakes and missed opportunities. They consider life to be fluid, open, and exciting.

The teacher must realize that the development of a positive self-concept is learned. As a girl sees herself reflected in the reactions and behavior of others, she learns if she is liked, successful, or wanted. It is only through repeated experiences of a positive nature that she begins to accept herself. If the teacher makes a special effort to provide experiences through which self-concept is strengthened, she is making a contribution to a more harmonious life for each student.

SOCIAL STATUS

The primary determinants of social status are family, money, education, power, and the possession of certain talents or unusual skills. In a stratified society, each stratum carries a somewhat different system of values, beliefs, and behaviors. Child-rearing practices, masculine and feminine

role perceptions, the making of a home, boy girl relationships, and attitudes toward one's job depend on a person's social status. Problems of social class present a strong challenge to the home economics program, and if a teacher is to work most effectively with students of various social classes she must consider several factors that have implications for the ways in which her students will work together. How does the social structure in her community affect the way people work and play? Are social class lines rigid or fairly fluid? Which social classes are represented in the home economics program? Are the content and experiences of the curriculum geared to the life of a single social stratum?

Students might be helped to understand and appreciate some real life problems through class experiences. Planning meals or shopping for clothes on a welfare budget might be quite revealing to students from the middle and upper classes. Students from the lower and middle classes might be given opportunities to examine expensive clothes or to prepare exotic or imported foods. Each social class will increase its understanding of the others, thus helping to break down the barriers.

Teachers must keep in mind the characteristics of families of different classes. If some students do not respect property or equipment, quite probably such respect may not be emphasized at home. If a girl from an upper class seems to be fussy in her choice of companions she may be reflecting her family's indoctrination on the importance of acquiring the "right" friends.

Social Role

Social roles are patterns of organized expectancies that a society imposes upon its individuals. These roles often have little flexibility, so that a person must adjust himself to the roles that are expected of him. Factors that determine one's social role include age, sex, family status, groups or clubs with which one is identified, and his occupation and personal prestige. Roles are never static. The student must be helped to learn to be flexible and to attain roles that are most compatible with his concept of himself and social identification.

In home economics, students may be helped to identify and clarify the social roles of wife, husband, father, mother, child, grandmother, grand father, and so on. The majority of home economics students are girls, hence feminine roles particularly may be explored, so that students may become more secure in this area, which has so many confusing aspects. The masculine role should not be dismissed, however, because the fem

inine role becomes clearer in comparison. Many classes do have both boys and girls, so that a mutual analysis of their roles is beneficial.

The teacher must be sensitive to differing family and community interpretations of one and the same role. Some roles may become mutually incompatible. For example, a girl who plays rough games with boys may find it difficult to act in a feminine way at a party. Some role interpretations become outmoded, yet certain individuals cling to them, a mother, for example, may expect a daughter's adolescent behavior to be a mirror of her own. Some roles are replaced by others as a person grows older, as when an adolescent becomes a young adult; when one changes his occupation, as when a grocery check-out clerk becomes a supervisor; or to social change, as when a woman takes up a career outside the home. Students may not perceive all the many roles they are expected to assume. They have to be helped to identify and assume the role that an experience or situation demands.

HOMEMAKING SKILLS AND COMPETENCES

Students will differ considerably in the homemaking responsibilities they have had in their homes. To gain some estimate of these individual



Figure 3-4. Home experiences may begin at an early age. (Gas Appliance Manufacturers Association.)

differences, the teacher may encourage students to indicate what they do and have done at home. This may be done with a checklist, through class discussion, or in an autobiographical essay emphasizing home experiences. Homemaking skills include child care, food preparation, meal planning and service, including nutrition, making and selecting clothes, taking care of the sick, managing money, care, use and selection of equipment and home furnishings, home safety, helping with household responsibilities, managing time, personal development, family relations and looking at requisites of successful and satisfying home living. Teachers can modify or adapt these areas to fit their particular situations. Students may evaluate their own status and make plans for the development of competences in the various areas of home economics as well as home and community experiences.

COMMON CHARACTERISTICS

Although each individual has unique characteristics, students regarded as wholes are more alike than when a single characteristic, such as size, intelligence and the like, is considered in isolation, according to Olson.⁹ Most home economics teachers believe that individuals of both sexes, of all ages, and of all backgrounds can profit from home economics education. To justify this stand, we must offer concrete evidence that every person has a specific need for instruction.

In attempting to decide who should be students of home economics it is desirable to consider the typical characteristics of different age groups and suitable developmental tasks for each, as suggested by Havighurst.¹⁰ By demonstrating that each age has an important role to play in family living, our belief in the necessity for education in this area can be upheld.

Infancy and Early Childhood

From the day of his birth, perhaps even in prenatal life, certain influences are in operation that affect the kind of family member a child will become. In his early childhood, parents must assist the child to learn to eat, to walk, to talk, to control elimination, and to relate himself to people inside and outside his home. At this early age, approximately five

⁹ Willard C. Olson, "Individual Differences: A Precious Asset," *Educational Leadership*, Vol. 11, No. 3, November, 1957, pp. 142-143.

¹⁰ Robert J. Havighurst, *Human Development and Education* (New York: Longmans, Green & Company, 1953).

years, the child begins to be aware of sex differences. Adults do not become good parents instinctively, they must learn the skills, attitudes, and information necessary for this undertaking. Particularly should they be aware of the importance of giving a child a sense of security in the knowledge that he is loved.

Middle Childhood

For most children, going to school is the first break from home. It then becomes necessary to integrate their home and school experiences. During the school years, children grow increasingly responsible for their own physical needs. They develop lifelong habits of eating, cleanliness, and grooming. They develop muscular coordination that permits active play and new skills, and they learn to get along with people in general, not only with just their age mates. They begin to acquire systems of values and attitudes, and develop a sensitivity to differences of social class, religion, and cultural background. All these things denote the growth of independence from parents. This period covers the ages of about six to twelve years.

Early Adolescence

Parents and teachers may become somewhat discouraged with youngsters in this stage of development, which generally includes students in the eighth, ninth, and tenth grades. The youth of this age has been described as being physically active, gullible, not too clean, emotionally unstable at times, and possessed of a short interest span. They show an obvious distaste for adult counsel, preferring the opinions of persons of their own age, sex, and social group. Aimless, noisy behavior is common. An almost exaggerated awareness of sex roles emerges, but is characterized by a lack of sympathy for and understanding of the role of the opposite sex. Girls mature more rapidly than boys, and a great disparity between the sexes of stature and sophistication may make it difficult for some individuals to accept themselves. The short, the tall, the fat, the thin, the mature, and the immature—all are represented. Both an unusually tall and an unusually short student may be self-conscious about height, yet they are undergoing a common experience. During the latter part of this period, youngsters incline to hero worship, show boundless energy, are self-conscious about sex, are apt to be overconfident, have a know-it-all attitude, and display emotional instability—they may be elated one day, depressed the next.



Figure 3-5. Adolescents have a desire to be socially acceptable. (Honeywell, Inc.)

Adolescence

This age group has its own subculture, featuring a special language, clothes, idols, magazines, and hangouts. According to Havighurst,¹¹ characteristics common to this age group include a vital need for understanding themselves and others, for further clarifying the sex roles, for satisfying desires to be popular and socially adequate, for improving skills in boy-girl relationships, and for acquiring an emotional independence from adults. Social and ethical standards and qualities of citizenship are also developed. Teen-agers strive for attractive personal appearance and distinctive clothes approved by their peers. The achievement of some form of economic independence and a concern for future vocational plans begin to claim their interest, as do thoughts of marriage and family life.

Young Adulthood

Many important developmental tasks are assigned to this period. Marriage, parenthood, and planning for and managing a home, are paramount concerns for young adults, but of equal concern are the establishment of a vocation or a profession, and the assumption of a civic and social role.

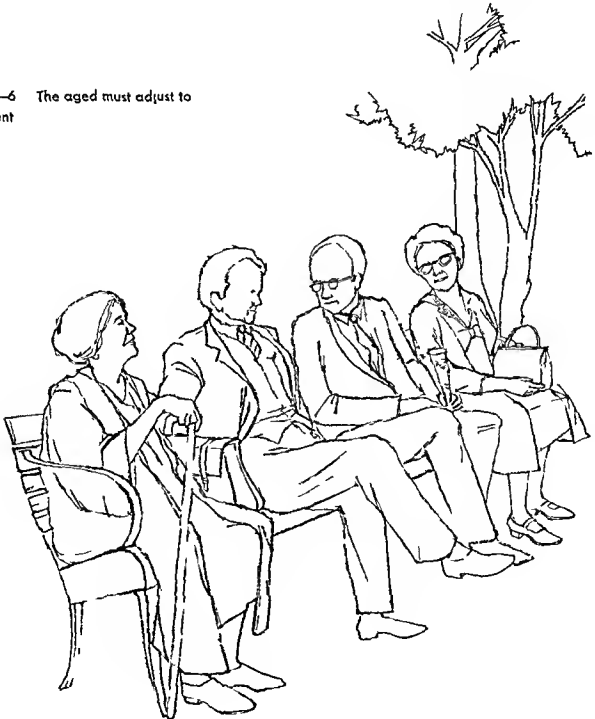
¹¹ *Ibid.*

Finding and making friends, and identification with groups of individuals with somewhat compatible outlooks, are important, too. Young adults seek to form a satisfying philosophy of life.

Middle Age

Most individuals reach their peak economically and socially in middle life. Physical adjustments must be made to aging, often they are more difficult for women than for men. Parental responsibilities for helping children are fewer and are usually directed to helping them establish their own families. Playing the role of grandparent involves new skills.

Figure 3-6 The aged must adjust to retirement



and attitudes. Civic responsibilities and the pursuit of leisure time activities become of increasing interest to maturing adults. New adjustments between marriage partners are often in order. Acceptance of one's age can present a problem. A return or entry into the labor market is a possibility for women free of family cares. The responsibility of caring for aged parents may have to be met. The need for a functioning philosophy of life may be greater.

Old Age

The span of life has increased materially, and more individuals than ever must adjust to the problems of aging. Physical vigor diminishes, although recent advances in geriatric medicine can now prolong mental and physical vitality well beyond former limits. Adjusting to retirement, which often means decreased income, may give rise to emotional and economic problems. Whether one should live alone, with relatives, or in an institution may have to be decided. Many grandparents are honored, respected, and loved members of the family circle, playing an important role in helping with the care of children, especially if the mother must work outside the home.

The Role of the Teacher

The home economics teacher must realize that the several stages of maturity can serve as guidelines in planning family life education. The impacts of differing social and economic statuses, religions, places of living, and so on variously affect family needs and interests. Parents have difficulty understanding their children, and grandparents often are even more difficult to understand. Younger brothers and sisters may not communicate with their older kin.

Students may have similarities of interests, problems, environment, and cultural background, among other factors, and the ingenious teacher will capitalize as much on the differences as on the similarities of her students. Home economics teachers are committed to helping certain students who have particular needs, such as the slow learner, the gifted handicapped, the exceptional, the potential dropout, the underachiever, and the disadvantaged. To teach such students successfully requires a sound knowledge of their characteristics, and the teacher will have to adjust her teaching to include in the day to day program desirable experiences for these special students.

Teaching

In the classroom teachers experience difficulty in securing and holding the attention of the slow learner. This is often because the material presented is not meaningful to her. Her span of interest is shorter. She learns more slowly.

There is little difference between the visual and auditory perceptions of bright and slow learners. For the latter, however, reasoning is difficult—it is hard for them to clarify, analyze, revise, define, test, and differentiate. Memorization is difficult for them. In problem solving, slow learners tend to choose a conclusion without considering all possible solutions. Slow learners are apt to be impulsive, quick to act on the suggestion of others without considering the consequences, not inclined to be critical of their actions. Long term or intangible results may cause them impatience.

One of the issues in education concerns grouping of slow learners. Most authorities recommend that these students not be placed in a group by themselves. Such a group would be homogeneous only in a few respects. Slow learners are stimulated by and learn a great deal from bright students.

Guidelines

Educators are for the most part still uncertain about what a teacher may expect from the average student, and the lack of that information complicates planning a curriculum for the slow learner. The slow learner is inclined to become impatient, hence the goals established for her should be intelligible and readily accomplished. The teacher of the slow learner must be particularly careful to make simple, clear assignments and directions. Many concepts and skills must be re-emphasized in a number of ways, and learning must be planned in concrete, logical steps that the slow learner may easily follow. The teacher must be patient, for slow learners become discouraged easily and must be praised and helped often. Because the attention span of slow learners is quite short, the teacher should plan for them a variety of activities to implement their learnings. Some type of physical activity is recommended. The teacher must be particularly ingenious in planning learning experiences for the slow learner because there is a dearth of materials in home economics geared to these students. Their reading ability and interest levels must be considered, and the materials chosen accordingly to give the student a sense of achievement.

Identification

In most schools the slow learner is identified by the intelligence quotient (IQ), an indicator of mental age. Featherstone suggests that students be given alternative forms of a group test so that evidence of mental age is not based on only a single test. Suspected slow learners may be given supplementary individual intelligence tests.

Most authorities classify a student as a slow learner if she has an IQ (Stanford Binet Test) of between 75 and 90 but Karnes¹⁴ recommends that the central tendency of 80 to 85 is more meaningful than the ends of the range. She emphasizes that *slow learner* should be interpreted in terms of ability to learn intellectually. Featherstone warns that the teacher should analyze many factors before reaching any tentative conclusion that a child is a slow learner. Home and community environments should be explored for evidences of tension, unstimulating surroundings, and general impoverishment. The possible presence of health defects in the student should be checked. Studies should be made of the student's cumulative record of scholastic attainment, achievement and other tests, attendance record, and age when she started school to determine if she is too old for her grade level. Furthermore, it should be kept in mind that slow learning varies from student to student.

Misconceptions

Many commonly held ideas about the slow learner are without basis, according to Featherstone. For example, it is said that if a student does poorly in, say, arithmetic, she will compensate by being creative in art or some other skill. No research has produced evidence that substantiates this hypothesis. Closely related to the notion of compensation is the view held by many educators that slow learners are *handminded*, that is to say, the outlet for the intelligence of such individuals is their hands. No evidence exists for this theory, and it must be challenged by home economists. A misconception that has serious ramifications is the notion that every slow learner is a potential delinquent. There is no evidence to support this idea. The causes of delinquency are framed in many complexities.

¹⁴ Merle Karnes et al., "The Slow Learner—A Challenge and Responsibility," *Illinois Teacher* Vol. VII, No. 1 (September 1963).

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THE GIFTED STUDENT

The gifted student is often defined as one whose IQ is of at least 120. The many social contexts in which the gifted operate are omitted in this interpretation, but the educational literature ascribes to the gifted student remarkable qualities of social skill, wide variety of interests, extraordinary curiosity, artistic ability, great initiative, good health, superior school achievement, and the like. A student with such attributes is a great challenge to any teacher. Gifted students can be motivated to develop their potentials to the utmost, and these students are worth extra effort.

TEACHING SUGGESTIONS

According to Fernandez,¹⁵ there are three procedures that a home economics teacher can undertake to facilitate optimal development of gifted students: enrich the program, employ unusual and challenging teaching and motivational devices, and hold these students to established high levels of achievement. For an enriched program, the school may have to provide additional class equipment and materials such as a tape recorder, record player, slide or filmstrip viewers, a microscope and other laboratory equipment, library materials and the like. Students should be encouraged to experiment, to innovate, to search, to test, and to observe. Others, less gifted, may thereby be inspired to follow suit.

Teachers may want to experiment and integrate academic subjects with teaching materials and techniques that have the flexibility, breadth, and depth to challenge the student. Students might be given books geared to a higher reading level, books in foreign languages might be the source of information for certain projects. The artistic, the historical, the scientific, the abstract, the philosophical, the psychological, the economic, or the sociological aspects of a subject may provide inviting projects for exploration.

The teacher must expect that some gifted students will hold themselves to exceptionally high standards in the laboratory aspects of home economics courses. For instance, a student may be disappointed because her final product is not as perfect as she had envisaged it. The teacher may

¹⁵ Louise Fernandez, *The Gifted Student in Homemaking Education*, DHE Topics 9 (Washington, D.C.: Department of Home Economics, National Education Association, 1958) pamphlet.

need to assist them, to show other ways, or to suggest possible solutions for shortcomings to avoid serious discouragement and frustration. Gifted students can be taught to evaluate their experiences with great refinement.

THE EXCEPTIONAL STUDENT

Home economics teachers should be neither afraid of nor oversympathetic to handicapped children for, as Rusk¹⁶ points out, these children are children first and handicapped second. The concept applies to individuals of other ages as well.

Students may display any of several types of handicap. They may be emotionally disturbed, hard of hearing, partially sighted, crippled, or mentally retarded. In working with them in the classroom, the teacher must recognize that they have the basic needs of all human beings as well as the special needs of handicapped persons. Unless his problem is too serious, the handicapped student can achieve maturity more readily in the classroom than in isolation.

The teacher will do well to learn about the handicapped student's background, family situation, school record, medical treatment for the handicap, and degree of limitation. Knowledge of the student's self-concept is important, for a distorted concept will further complicate the student's behavior. The teacher should familiarize herself with the literature about handicaps and should be aware of the resources for assistance to the handicapped student, such as guidance personnel. Teaching these students does call for ingenuity and resourcefulness, but others in the class as well as the teacher will gain understanding and maturity in the process.

THE DISADVANTAGED STUDENT

Disadvantaged students come from the lower socioeconomic strata of society, where the quality of cultural background, family stability, outlook, and learning readiness are notably deficient compared to those that middle- and upper class parents provide for their children. Many schools are geared to the latter groups, and the underprivileged encounter serious problems accordingly.

¹⁶ Howard A. Rusk, 'Square Pegs in Round Holes,' *ALA Journal*, Vol. 47, No. 9 (December 1958), p. 2.

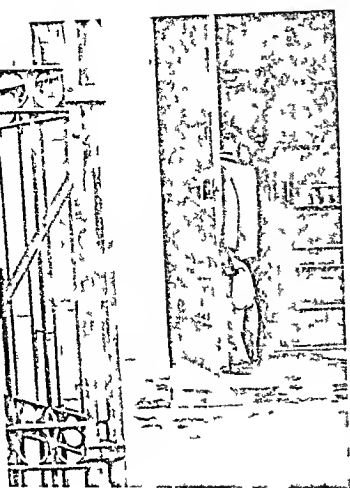


Figure 3-7 The underprivileged student has special problems
(Neo Journal Carl Purcell)

Characteristics

Reissman¹⁷ lists a number of major traits characteristic of the disadvantaged student. He is more inclined to activities that involve physical skills than cognitive emphasis. He learns more easily through visual rather than auditory aids. He is more extrospective than introspective, problem centered rather than abstraction centered, and prefers words related to action. Disadvantaged youngsters are wise in the ways of the world, think inductively more often than deductively, and are apt to be slow but persevering in matters of importance to them, especially in their activities.

The disadvantaged student usually lives in an urban area, but many of them have rural backgrounds and have not adjusted to urban living. They are frequently not schooled in the niceties of urban living and may be used to poor standards of sanitation, education, and speech. Their home conditions are often deplorable, and many suffer from malnutrition and poor

¹⁷ Frank Reissman, *The Culturally Deprived Child* (New York: Harper & Row, 1962).

health. Many of them suffer as well from serious psychological problems. Most, however, have the same intellectual potential as other children—if they appear unwilling to learn, it is not because they are incapable of learning.

Teaching Suggestions

Teaching the culturally deprived can bring rich satisfactions. Reissman indicates that the straightforward and practical teacher who behaves in a simple, dignified manner gains the respect of these children. Teachers should express warmth without overdoing it, and avoid seeming tough, soft, cynical, and indifferent.

Most teachers of the impoverished, according to Reissman,¹⁸ must undergo a kind of initiation. Although many students may conduct themselves in a similar manner, the behavior of the disadvantaged is often more exaggerated. Students will band together to determine how much a teacher will tolerate. For this reason it is essential that the teacher establish an unvarying routine with simple rules that must be enforced. This does not mean resorting to such strictness that students will be made resentful. It does mean that rules must be consistently followed, and should not be changed without warning. An infraction should be dealt with immediately and firmly. Most important, the teacher must abide by the rules herself. Reissman suggests that parents be informed about their children's behavior and progress in general. Many parents are interested and can be depended on to be strong allies of the teacher.

Teachers must be adept at communicating with these children in many ways. The wordy teacher is seldom successful, since students cannot concentrate on listening for long periods of time. The use of many visual teaching aids, games, and other interesting devices is imperative with this group. Role playing is very successful in teaching family relations.

These children often have trouble in expressing themselves, and it is good practice to provide opportunities for them to tell about experiences that interest them. To alleviate the disadvantaged child's strong fear of failure, the perceptive teacher will encourage children at every sign of progress. Reissman believes that the best plan for teaching incorporates the principle of learning by doing, coupled with a well defined structure, discipline, and strong requirements for achievement.

¹⁸ Frank Reissman, 'Cultural Styles of the Disadvantaged' *Integrated Education* Vol. 1, No. 2 (April 1963), p. 9.

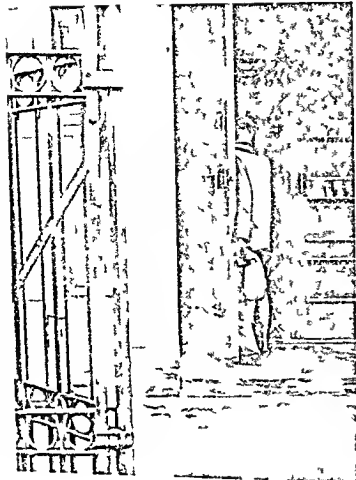


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¹⁸ Frank Reissman, 'Cultural Styles of the Disadvantaged,' *Integrated Education* Vol. 1, No. 2 (April 1963), p. 9.

Promising Programs

Large cities have focused greater concern on the problems of educating the disadvantaged student. One of the earliest such programs to have been started is the Higher Horizons program in New York City, which operated in grades 3 through 10. Its goal was to show each student that the school is concerned about him. Children were taken to museums, libraries, concerts and theaters. The Ford Foundation Great Cities Grey Areas programs, the Houston Tex., Talent Preservation Project, the Phoenix, Ariz., Careers for Youth, the Seattle, Wash., Disadvantaged Student Program and California's Environment for Enrichment Program are other examples.¹⁹

A research study entitled BRIDGE, which is an acronym for Building Resources of Instruction for Disadvantaged Groups in Education, has been undertaken at Queens College in New York. The objective is to develop a teacher education program that will prepare teachers to work with slum children. The Clinic for Learning of New York University and the Board of Education of New York City are attempting to upgrade a junior high school in the Bedford Stuyvesant section of Brooklyn. Faculty, undergraduate and graduate students participate in this project, which includes home economics in its program.

The names of these projects are often chosen by the pupils themselves and in general have more positive connotations than the labels educators have applied to this group. Some examples are New Frontiers, Operation Bootstrap, Wings, Springboard, and Talent Demonstration.²⁰

Some Considerations

There are many issues and complexities related to the over all problem of educating the disadvantaged. According to Havighurst,²¹ lower class students achieve less when they are in segregated classes when a few of them are mixed with middle and upper class students, learning is enhanced. But as we have noted, disadvantaged students are congregated largely in urban neighborhoods, from which middle class families tend to move as the ratio of lower class students increases. Financing special programs for the culturally deprived is a problem, for lower teacher

¹⁹ A. Harry Passow (ed.) *Education in Depressed Areas* (New York: Bureau of Publications Teachers College, Columbia University, 1963).

²⁰ *Educating the Culturally Deprived in the Great Cities*, Phil Delta Kappan, Vol XLV, No. 2 (November 1963).

²¹ Robert J. Havighurst, *Urban Development and the Educational System*, in Passow *op cit*, pp. 24-45.

student ratios, extra materials, teachers with special competences, and other appurtenances are necessary. The dearth of materials suitable for the reading level, interests, and values of these students is a serious hindrance, for most textbooks highlight the suburban family. Preparing teachers for working with these students is another challenge. Enrichment at the preschool and kindergarten levels appears to be very rewarding. Project Headstart has been a spectacular innovation in helping deprived children learn to express themselves more freely and attain richer backgrounds. Such programs at all ages, including adults, have a desirable impact. Attempting to discover potential talent is also a challenge, for usual testing programs may miss outstanding students. Work study programs, beginning as early as the eighth grade, have been successful. Home economics can contribute much to strengthening both the personal and family life of these students.

THE POTENTIAL DROPOUT

There are several characteristics by which teachers can identify potential dropouts. Difficulties in mastering oral and written expression, reading, spelling, and abstract concepts are among the causes of frustration that lead the potential dropout to bide his time until he is old enough to leave school. Many have special abilities, which the school has failed to uncover. Shea,²² who notes that dropouts often know the application before they know the theory, tells of a dropout who, working as a short-order cook, could remember the constituents of forty different meals but could not remember his state capitals while in school. A girl who showed little interest in reading proved quite clever in designing and sewing lingerie that found a market in a local shop. Another, quite withdrawn and disinterested in school, became expert in identifying and refinishing antique furniture. Home economics teachers can play an important role in determining how the life and interests of these particular students can be the basis for a curriculum that would release their potentials.

THE UNDERACHIEVER

One of the great wastes of human resources are the students who achieve less in school than their potential warrants. The shortage of man-

²² Dorothea Shea, 'Drop Out,' *Grade Teacher*, Vol. 75 No. 4 (December 1958), pp. 26, 88.

power now and in the future challenges the nation to prepare all individuals so they may contribute their utmost to the nation's development and enjoy personal lives enhanced by the satisfying knowledge that their contributions are in line with their abilities

There are many ways for the teacher to encourage the underachiever. More effective methods of teaching and the use of many teaching aids may help. Meager experience appears to be one of the causes of low achievement. Out of school influences should be studied so that deficiencies in the student's environment may be compensated with rich experiences in the classroom.

Short intervals of group work, discussion, and independent activity are advisable because the interest span of the underachiever is usually short. Close supervision of her activities is necessary, for unguided experiences may lead to a strengthening of misinformation, incorrect techniques, or errors in his thinking. No question or problem of a student should appear too trivial to the teacher, indeed, the ability and willingness to formulate questions is an indication of progress. Programmed instruction may be useful. If possible, different methods should be utilized to reinforce the same concept. Interest and motivation may be generated through the use of games, puzzles, technological aids, shortcuts to a process, and discovery experiences. Concrete experiences, such as those in a laboratory, will help this student to grasp abstract concepts. Letting her manipulate objects, ingredients, materials, and equipment, and helping her observe what happens under certain conditions provides a sound foundation for learning. Active experimentation geared to her ability and having a preponderance of sensory experiences is a key to successful teaching of low achievers. Every student that a teacher salvages from the low achiever status will help to reduce the social dynamite of numbers of unemployable youth.

THE STUDENT IN PERSPECTIVE

When a teacher realizes the many facets involved in understanding students and her great responsibility in releasing their capacities, the teaching task may appear overwhelming. However, knowing students and being able to anticipate to a certain degree their behavior can be a source of considerable security. The teacher must be cognizant of the cultural milieu in which her students struggle for identity. It is particularly distressing that youth does not have a firm place or role in our society, especially when it comes to work, political decisions, and commerce. Con-

current with this, according to Naegle,²³ is a lack of challenging social goals. There has been too little thinking by all ages of far-reaching goals and dreams, so essential for a better world. According to Sorenson,²⁴ students are a challenge to a teacher to develop competence and understanding. Students should be helped to understand themselves and the problems they face in their particular stage in life. Teachers must work to improve the public's image of youth to counteract the many news stories that dwell on the deviations in behavior characteristic of only a small segment of the youthful population. If possible, opportunities should be provided for youth to work and to have the responsibility of employment. This may mean part time employment and involvement in community organizations. It is important for youth to have role models—an adult who can serve a youngster as a kind of self ideal can give that youngster security and broaden his horizons. Young people must be encouraged to commit themselves to building a better world for the future. Every teacher can have an impact on youth, which may spark a creative spirit, heighten achievement, or help to develop ideals.

Suggestions for Further Learning

1. Observe the students in a home economics classroom. Analyze possible reasons for such behavior as pouting, moodiness, shyness, timidity, aggressiveness, tardiness, indecisiveness, or depression. What suggestions can you offer as to desirable roles for teacher to play in these situations?
2. Most home economics students are adolescents, and it is essential for teachers to be well acquainted with this age level. Read from among the following, then formulate basic concepts that have a particular bearing on planning home economics programs.

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²³ Kasper Naegle. Youth and Society. Some Observations. *Daedalus*. Vol. 91 No. 1 (Winter 1962) pp. 47-67.

²⁴ Roy Sorenson, "Youth's Need for Challenge and Place in Society." *Children*, Vol. 9 No. 4 (July-August 1962) pp. 131-138.

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- 4 It is important for the teacher to be familiar with the many facets of the disadvantaged student Read from among the following and consider ways for you to become better acquainted with these students Can you do some kind of volunteer work that would bring you into contact with the culturally deprived? What are other possibilities?

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TOWARD BETTER TEACHING OF HOME ECONOMICS

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Rosenberg Morris *Society and the Adolescent Self-Image* Princeton, N J Princeton University Press, 1965

Russell, Sally Sue "Teen Age Attitudes Toward Dress," *What's New In Home Economics*, Vol XXIX, No 2 (February 1965), pp 32, 48

Sussman, Marvin B, (ed), "American Adolescents in the Mid Sixties," *Journal of the National Council on Family Relations*, Vol 27, No 2 (May 1965)

"Teenagers," *Tips and Topics*, Vol V, No 4 (April 1965)

Young, Louise A (ed) *Educating the Teen Ager in Human Relations and Management of Resources* Washington, D C American Home Economics Association, 1965

- 3 Considerable evidence indicates that teachers do not always recognize the gifted student, nor are they aware of ways to release her potential Read from among the following to gain insights into these two problems

Bettelheim, Bruno "Grouping the Gifted," *NEA Journal*, Vol 54, No 3 (March 1965), pp 8, 10

Boys and Girls with Special Abilities," *NEA Journal*, Vol 47, No 7 (October 1958), pp 3-15

Davis, Nelda *How to Work With the Academically Talented in the Social Studies* Washington, D C National Council for the Social Studies 1961

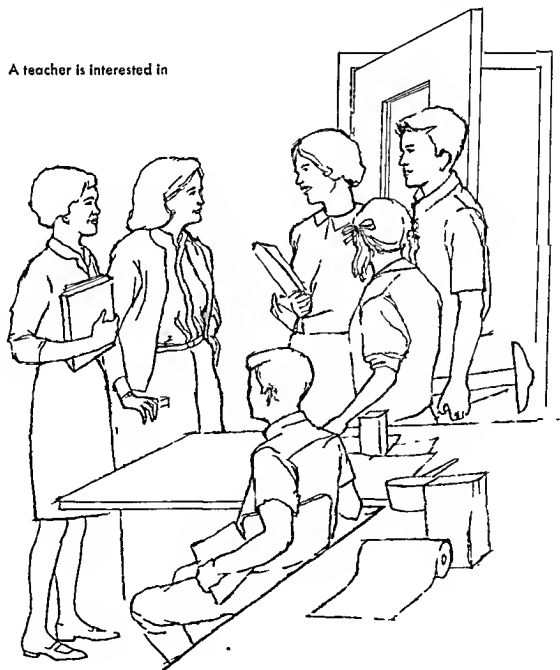
Drews, Elizabeth "The Four Faces of Able Adolescents," *Saturday Review*, January 19, 1963, pp 68-72

ness are contagious qualities that will enliven and stimulate the class. She must be flexible and adaptable to change, but she must also cling to the tenet that, as a teacher, she is unique. Only if she has faith in herself as a teacher can she give others something to believe in. Confidence in her own worth makes it easier to discover her skills, and to face her deficiencies with some plan for improvement.

Belief in People

A teacher's beliefs about people are vital, too. As a teacher she is more concerned about people than things. She must take an interest in all students—the bright, the dull, the unkempt, the aggressive, the unhappy, the

Figure 4-1. A teacher is interested in all students.



The Home Economics Teacher

A GOOD TEACHER is beyond price. She arouses curiosity, generates ideas, permits students to express themselves, is supportive, and provides understanding and affection for them when needed. In a hundred ways she helps her students to find meaning in their own lives and to gain insight about the lives and feelings of others. Furthermore, a stimulating teacher has the capacity to explain well, to instill in her students a desire for learning, and to encourage them to become independent learners.

BELIEFS ABOUT TEACHING

A teacher's beliefs influence her success. Her beliefs about herself, other people, her job, home and family, community, nation and the world all govern her conduct in the classroom. Therefore, it is crucial for a teacher to ask, "What do I really believe?"

Belief in Herself

A teacher must believe that what she is doing is important. She must feel that teaching is exciting and satisfying work. Enthusiasm and happi-

of parental roles. The answer to a casual telephone question from a home maker may make a significant contribution to her running of the household.

If a teacher is convinced that the teaching of home economics can make a valuable contribution to her school and her community, she must try to inculcate in her students the idea of working and playing together harmoniously, of examining problems intelligently, and of believing in people. This belief deepens the meaning of the teacher's role, and helps her to help her students to grow.

COMPETENCES

It is very difficult to delineate the skills demanded of every home economics teacher, for they cannot be easily categorized. Teachers help students to develop their minds, to examine existing values, and to challenge traditional judgments. They promote cooperativeness, independence, maturity, altruism, and kindness. Consequently, the skills they require encompass more than a certain number of college courses and particular kinds of experience.

Competence in Interpreting Democracy

The survival and success of our democratic society depend on the degree to which democratic principles are implemented. In the home economics classroom, this means that the teacher must emphasize the worth of each individual student, the importance of using intelligence in solving problems and making judgments, and the value of working cooperatively. Thus one of the most important skills of any teacher is the ability to act in democratic ways.

Competence in Communications

Obviously, a teacher must also be skilled in speaking, in writing, in reading, and in listening. To be effective, she must be able to communicate with the students, the faculty, the members of the community, and her professional colleagues.

The teacher must be aware that the same words may have different meanings to various students in the class. In addition, she must be alert to the factors that pose obstacles to effective communication—differences in age, sex, socioeconomic background, and experience. For example, a

shy, and the handicapped. She must be convinced that students are one of the best investments our nation has and that she can contribute to their value.

The teacher must also believe that every kind of behavior is rooted in some need, circumstance, or concern, and is therefore explicable. She must be sensitive to the feelings of different kinds of people. She must observe each student closely to discover his special abilities, interests, and potentials, and try to teach him accordingly.

She must realize that once a seventh grader, a senior high school student, or an adult has completed a class, that moment in time has gone, it cannot be relived or retaught. She must believe and demonstrate that with each passing year a student is better able to understand, to use, and to enlarge upon concepts already learned.

Beliefs About Homes and Families

Homes and families are the very substance and subject matter of home economics. Thus the home economics teacher must be aware that families differ in national origin, race, size, residence, religion, socioeconomic status, values, and goals.

She must set about learning what the families in her community are like, and become familiar with them. By doing so, she will discover many similarities—and many differences—among them. The similarities will facilitate her teaching task, the differences will lend enrichment and interest to it.

In planning a program, the teacher should not suppose that all families are like her own family, like those in textbooks, or belong to the middle social class. She should believe that each family should have the privilege of planning its living to fit the needs of its members. It is possible that a home economics program may be strengthened or diluted to the extent that a teacher's opinions about families are broad, sympathetic, and knowledgeable.

Beliefs Relating to the Community and the World

It is sometimes difficult for a teacher to see that what takes place in the school has an impact on the community. Yet she must believe that what she does can make an important difference. For instance, she may help the school custodian with a problem about his family budgeting, and he may share this information with his relatives or friends. Students in an adult class in child development may perceptibly improve in their performance

expect and how to plan for the various aspects of growth in her students. Thus educators strongly emphasize the significance of changes in the behavior of students. But, as Gordon suggests, it might be advisable to ask: What is change, and how is it to be determined?¹ It may be that middle-class standards and goals are currently being imposed on students of other social classes. It is more important for a teacher to respect the individual student for himself and to help him to develop according to his own nature than to try to make him conform to an arbitrarily devised standard of behavior.

Competence in the Area of Specialization

A teacher must be well informed about the many areas of home economics, and she must be knowledgeable about the interrelationships among them. She must recognize, for example, that management is an important aspect of meal preparation, and that family relations have an impact on child development.

In addition, a strong background in related disciplines—the physical sciences, art, the social sciences, and the humanities—will enhance the teaching of home economics, for all these areas influence the daily life of the individual student and his family.

Competence in the Processes of Teaching

It is impossible to examine all the components of teaching, but a few might be emphasized. One of the teacher's major tasks involves clarification: analyzing values or purposes, revealing inconsistencies, similarities, or differences, investigating meanings and seeking alternatives.

Another teaching skill includes the ability to establish standards cooperatively, the ability to provide rich experiences so student growth may expand, and the ability to evaluate student progress. The prime skill in teaching, of course, is the ability to assist each individual student to grow and develop to his highest potential.

Competence in Knowledge of the World

The skillful teacher is always alert to changes in the school, the community, or the world as a whole, and to the implications such changes

¹ Julia W. Gordon, "To Change or Not to Change Children's Behavior," *The Instructor*, Vol. 53, No. 11 (November 1963), pp. 44-103.

child in Nebraska may never have seen a subway, a child in Florida may never have seen snow, and a child in New York City may never have seen cows grazing in green fields. Furthermore, few students today have ever known war, famine, or economic depression. A teacher may, by sharing her own wealth of experiences or using different kinds of teaching aids, help her students to undergo these experiences vicariously.

Competence in Understanding Students

The competent teacher must have considerable knowledge of the problems and process of human development, so that she may know what to

Figure 4-2 Frequent use of the library helps to keep a teacher up to date

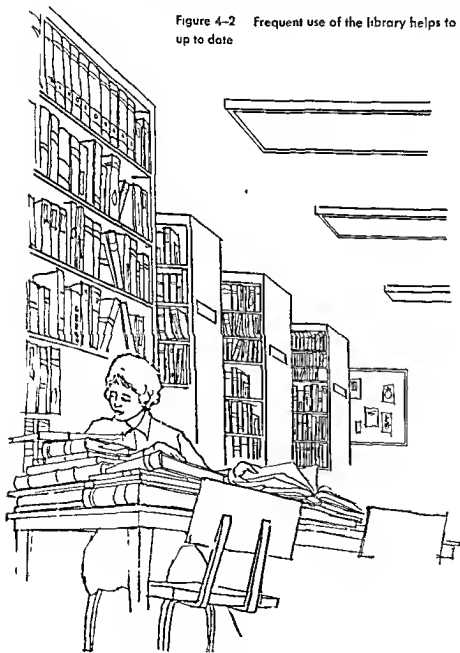




Figure 4-3 A teacher often plays the role of a counselor

comes to understand their language and point of view, even while she maintains a mature and objective perspective

To be an effective counselor, a teacher must learn to listen carefully, to exercise caution in giving advice, to encourage the students to solve their own problems, and to avoid expressing shock, surprise, or embarrassment at what they may reveal. Often the teacher may be able to help a student realize that his problem is not unique. But she must always remember to consider the person as a whole—his environment, his stage of growth, his personality makeup, his behavior, and his capacities. Above all, she should avoid making snap judgments.

A teacher may wish to check her appraisals with those of other teachers,

have for the home economics program. She must also be aware of what are considered social norms. What are the pressures on an adolescent, for instance, to behave or to dress in a certain way? What kind of controls do parents or the community exert on students? Are new modes of social conduct emerging? In developing an effective home economics program, a teacher must seek the answers to these important questions.

ROLES

The home economics teacher may be called upon, at different times, to assume the various roles of counselor, scholar, community worker, faculty committee member, confidante, motivator, and so on. She must occasionally wonder which roles she should emphasize and which she should seek to discard. To be as effective as possible, the teacher must scrutinize each demand on her time, and yield only to those which make a well-defined contribution to the home economics program, aid the development of students, and integrate and establish home economics in the total school program or in the community.

Role As Teacher

The primary objective of teaching is to contribute to the improvement of the students' personal and family lives. To play this most important role effectively, the teacher must create a total classroom environment in which students will be excited by the discovery of new ideas and the investigation of those mysteries of the world around them that pertain to their own immediate lives. The teacher must provide opportunities for the students to think, to examine values, to express themselves, to develop a sensitivity to their own needs and to the needs of others.

The role of teacher should be fluid, adaptable to the changes produced by new insights. Although she may experience disappointment, temporary setbacks, and discouragement, a teacher should seek to establish ever more effective ways to implement this role.

Role As a Counselor

A home economics teacher is in a good position to help students to cope with their vocational, educational, social, and personal problems. Because she has an opportunity to become well acquainted with her students, she

(with the science teacher), or the influence of different cultures on child-rearing practices (with a social studies teacher)

Other ways in which a teacher will interpret her role as a faculty member include serving on faculty committees, cooperating with the PTA, and serving as an advisor to the principal of the school. She may work with other teachers on cooperative projects that are related to the school or to the community.

Role As a Manager

To fulfill these various functions effectively, the home economics teacher must play the role of manager well. This involves, among other factors, simplifying operations, reducing delays, making good use of all resources, and making wise decisions. Felix³ makes several suggestions for handling job pressures, which are appropriate to home economics teachers (see also Chapter 7). He advises that one develop a pace for a day's work and stick to it unless there is an emergency, avoid wasting energy over yesterday's decisions (but, rather, profit from mistakes), and make definite plans for relaxation.

SCHOOL AND COMMUNITY INTERRELATIONSHIPS

It is vital that the home economics teacher get along with people in school and in the community. Moran⁴ gives some excellent suggestions for enhancing human relations. He suggests that opportunities be taken to provide acceptance and recognition, to increase learning in others, and to become aware of the importance of other people's feelings. It is also important that the teacher learn to make deserved commendations, to make necessary complaints tactfully and pleasantly, to raise questions, and to make constructive criticisms.

School Interrelationships

It is more desirable for any teacher to practice cooperation and good will with other faculty members than to harbor antagonism or aloofness.

³ Robert H. Felix, "How to Live With Job Pressure," *Nation's Business*, Vol. 44, No. 9 (September 1956), pp. 38-39, 85-86.

⁴ C. F. Moran in a speech before the Michigan Dietetic Association which is excerpted in the *Journal of the American Dietetic Association*, Vol. 25, No. 11 (November 1952), p. 1062.

the school nurse,¹ the guidance counselor, and others. She should not undertake to solve problems that obviously lie within the province of the guidance specialist. Nevertheless, the home economics teacher will enhance her counseling activities if she projects the image of a warm, accepting, understanding, well adjusted adult, and if the scope of her counseling is kept within the framework of her responsibilities.

Role in Extracurricular Activities

A teacher may serve as advisor for Future Homemakers of America or other home economics organizations, plan special home economics clubs, extracurricular activities, or initiate activities which cut across the various disciplines (e.g., a science or art-oriented club for home economics students). A home economics teacher, if asked, may also serve as sponsor for a class, help with the design of costumes or stage settings for a student play, or assist in the planning of assembly programs. All these activities broaden the experiences of a teacher, and allow her to contribute to the total school program, but she should exercise good judgment to use her time and abilities wisely.

Role As a Faculty Member

Team teaching, a technique that combines the talents of different teachers in various ways, offers a most interesting opportunity for home economics. Teams may be structured vertically (composed of members of several departments) or horizontally (composed of members of the home economics department). In a highly structured team, according to New York State Bureau of Home Economics,² there is a team leader, or "master teacher," who organizes combinations of senior teachers, regular teachers, teaching assistants and interns, community consultants, and clerical aides. A home economics teacher may serve on a team that is teaching some aspect of broad living problems, or she may serve as a consultant.

In a coordinate or co teaching team, two or more teachers in home economics (or in related areas) may work together. Such teams may explore various aspects of family living in fiction (with an English teacher), investigate wise use of storage space (with the industrial arts teacher), emphasize scientific factors in vegetable cookery, spot removal, textile identification, or study the edibility of wild plants in the community.

² "The Team Approach to Homemaking Education" (Albany, NY: Bureau of Home Economics Education, The State Education Department, The University of the State of New York, 1962), mimeographed.

Community Relations

There are many members of the larger community with whom the home economics teacher will wish to maintain good relations. They include the storekeepers from whom laboratory supplies will be purchased or articles borrowed for instructional purposes, newspaper editors who may write stories about the department and publicize its activities, officials in various health and community agencies, civic personnel, women's club leaders, and others who can provide help for the home economics program.

There may be some specific ways in which the home economics teacher can assist in the community. On occasion, she may participate in a civic improvement project. In one small town, for example, a home economics teacher suggested that the doors on shops on a small street be painted in bright colors to add a special distinction. She might help committees engaged in instituting low cost housing projects, child care centers, community recreational facilities, or hospital and health centers. It may also be possible to implement Reissman's⁵ suggestion that an old store be used as a center to which the poor people of the community may come to discuss their family and home problems. Home economics teachers have many talents to offer in these projects.

It is also desirable for the home economics teacher to have favorable relations with the local congressmen, for they can be helpful in securing government publications which are useful in planning programs or as reference material for students. Many home economics teachers also lend their services to the Junior Red Cross. These, and many other activities, provide opportunities for the home economics teacher to aid the community and to utilize its facilities.

ETHICS

Every teacher must have a code of ethics to which she adheres in her personal and professional life. A teacher's attitude toward the people around her is important. She should deal with all persons justly and impartially, regardless of their personality, social or economic status, and religious or racial characteristics. It would be unethical for a teacher to be less interested in a poor student than in a wealthy one, to be less kind

⁵ Arthur Pearl and Frank Reissman, *New Careers for the Poor* (New York: The Free Press, 1965).

It is also wise for a teacher to analyze her relations with others. With whom does she work best? Whose company does she enjoy? In what ways has she worked with other faculty members? Does she restrict her association to too small a circle? Are there some other faculty members whose acquaintance should be cultivated?

It is also desirable to maintain good relations with parents. In parent-teacher conferences for example the teacher should concentrate on a few suggestions regarding ways of working together rather than confusing or overloading parents with too many ideas. Parents can be informed about the home economics program through telephone calls, notes, and student-prepared letters or bulletins. A student may feel more secure if he is asked to suggest a point for discussion during a conference between his parents and the teacher.

A home economics teacher should also establish friendly relations with other school personnel—school board members, custodians, secretaries, and school aides. Each of them in his own way, can make a valuable contribution to the home economics program.

Figure 4-4 A teacher may talk to parents on the telephone (AT and T)



PROFESSIONAL GROWTH

The home economics profession must move forward. Students in today's home economics classes will teach the children, produce the goods, and assume other responsibilities in tomorrow's world. To meet the challenge of providing an adequate education for them, every home economics teacher must grow professionally.

Objectives

Gilchrist⁶ suggests a number of worthy objectives for in-service professional education growth—which, to be of genuine value, must actually cause teachers to change. But first, a teacher must evaluate carefully what is needed for her development and where the starting point should be. It may be time to think, to travel, to take a course, to read, or to take part in other activities. Specific goals should be established. In-service education should help a teacher to solve specific problems facing her, such as working with slow learners, developing wage earning courses, or securing greater depth in a subject matter area.

One of the greatest deterrents to professional growth is lack of time. This problem may be solved through released time, the use of summer vacations, or a drastic reorganization of teaching schedules. It is essential, however, that the teacher be convinced that revitalization and new learning are important. When there is a sincere desire and enthusiasm to accomplish certain goals, then all obstacles will be removed.

An important factor in encouraging teacher development is the discovery of the necessary resources. This may begin with an analysis of the strengths and weaknesses of the teacher's personal resources, and an exploration of methods of strengthening her weak areas or eliminating them entirely. Also, the teacher may turn to the community for sources of enrichment.

Organized in-service education may include workshops, institutes, exchange visits to other classrooms, demonstrations and school surveys. Lectures, panels, and attendance at local, county, or state professional meetings are other possibilities. In a given school, a certain number of faculty meetings may be allotted to discussing problems and methods of in-service education. If there are several home economics teachers in a

⁶ Robert S. Gilchrist, "Highway to Quality Teaching," *NFA Journal*, Vol. 48, No. 5 (May 1959), pp. 18-19.

to a student of another race, or to show impatience with a slow learner.

Any information that comes to a teacher about a student or a faculty member with whom she is working must be considered highly confidential. Irreparable harm can be avoided if a teacher is cautious about divulging such information to others. Not only should she be judicious about imparting confidential information, but she must be careful about what she says, in general, about the people around her. If ethics is based on a sensitivity to human welfare, then a teacher will always be careful to say kind things about her co-workers.

All teachers should think carefully before accepting gifts of significant or intrinsic value from the people with whom she works. If, for example, a parent offers a teacher a large fee to tutor his child so that the child will have a better chance to pass a course, then such a transaction should take place only in accord with the policies indicated by the school. It is desirable to ascertain the conditions under which the school considers gifts acceptable and the kinds of gifts it considers appropriate.

Ethics About a Position

When a teacher accepts a position, she is ethically bound to be loyal to the school and to give every consideration to the improvement and development of the school and the people concerned. She may encounter irritations from time to time, but these complaints should be directed to the proper authorities—such as the principal—not to a neighbor or friend. If a teacher finds it difficult to be loyal, then she should consider moving to another position.

A professional person does not seek a position when the vacancy has been created by controversy or unfair practices. Employment should always be sought in a fair manner. References for recommendations should not be given without the consent of the persons named. When she accepts a position, the teacher should understand clearly the conditions under which she is expected to work and then adhere to them, unless they are changed by mutual agreement. If she contemplates a change in position, she should give her employer reasonable notice.

Ethics has a bearing, too, on the way a teacher feels about her profession. A home economics teacher who is not proud to be a member of her profession should not continue in it. Every time such a teacher makes a derogatory remark about the profession in public, she is hurting herself. If she has a real complaint, she should present it through the proper channels.

economics departments but of the profession itself. Is it possible to devote part of professional meetings to some form of in-service education? Can professional magazines devote more space to specific suggestions for this type of education? Is it possible to circulate, from teacher to teacher, libraries of helpful materials? Perhaps a survey should be made to determine the areas in which teachers need the greatest assistance. These and other ideas should be explored to help teachers grow with changing times.

Professional Development

One function of a professional organization is to further the interests of the profession. Thousands of home economists working together, can establish standards for the profession, coordinate and plan necessary research, explore job possibilities, improve curriculums, and perform many other functions.

Often a home economics teacher resents the cost in time and money posed by membership in an organization. Yet many blue collar workers pay two or three times as much in union dues as teachers pay in association fees. Furthermore, professional organizations provide many services: interesting meetings, exhibits of the latest materials and equipment, professional journals and literature, and contacts with leaders in the field. Often the securing of a position depends upon membership in these organizations, and promotions and increments in pay may be determined by professional activities.

The teacher, however, must be discriminating in choosing which organizations to join. Membership in the American Home Economics Association, the Department of Home Economics of the National Education Association, and (if a vocational teacher) in the Home Economics section of the American Vocational Association is essential. Membership in an organization that represents the field broadly offers an opportunity for communication with teachers in other areas.

Membership is not enough, for an organization is only as strong as its members. A willingness to serve as an officer or on a committee to assist with programs, or to recruit new members makes membership more meaningful and more beneficial to others.

In addition every organization profits from creative thinking. Members should pass on any ideas for better administration or for broadened goals, for ways in which the group can be of service to schools and communities or for cooperation with other professional organizations.

Finally, it behooves every home economist to consider the future of her profession. A true professional seeks to develop her skill as a specialist,



Figure 4-5 Attendance at professional conventions provides valuable experience
(Photographed for *Seventeen In School*)

school, they may make joint plans for regular meetings for improving home economics instruction.

It is important that in service education have continuity. Often teachers attend a summer workshop, which inspires and challenges them. But how does the entire school staff benefit from their experiences? What happens between meetings, courses, and workshops? Does a single experience build onto another, or do teachers emerge with a hodgepodge of fragmentary ideas?

Over all planning is valuable. This is true not only of individual home

libraries, with their many facilities for learning and entertainment, are also invaluable. A personal library is a great source of enjoyment. Health and service agencies provide opportunities for observing activities or supply helpful information. Television, radio, magazines, newspapers, motion pictures, and other mass media offer many ways to grow and to keep in touch with the times. Work with religious or philanthropic organizations can bring satisfactions as well as breadth of experience.

A teacher obviously cannot participate in all of these activities, but planning for some will be beneficial. They will make her not only a better teacher, but also a more interesting individual.

TEACHER EVALUATION

Self-evaluation is difficult for everyone, but in order to progress, a home economics teacher must be willing to look at herself critically. To find out what kind of person she is at present and what she is becoming, a teacher might ask herself the following questions:

- 1 What are my important beliefs about teaching?
- 2 What are my strengths and weaknesses in my field?
- 3 Which roles do I perform well, and which require improvement?
- 4 What is the status of my relationships in the school and the community?
- 5 What code of ethics do I adhere to?
- 6 At what stage of my professional growth am I, and what are my plans for the future?

Although not inclusive, this list is comprehensive. If teaching is "good use of self," as Combs maintains,⁷ then a teacher must gather judgments which indicate that she is growing and that her students are benefiting. A teacher might evaluate herself for a period of time, several days or a week, by taking note of her teaching and personal behavior, setting up clues for observation, and examining evidence and consequent insights.

A home economics teacher has many challenges to meet. To do this, she must be a vital person who knows how to share experiences with students, to master subject matter, and to communicate effectively. She must be sensitive to the learning process, not only in those whom she teaches, but

⁷ Arthur W. Combs, "Can We Measure Good Teaching Objectively?" *NEA Journal*, Vol. 54, No. 1 (January 1961), pp. 35-36, 73.

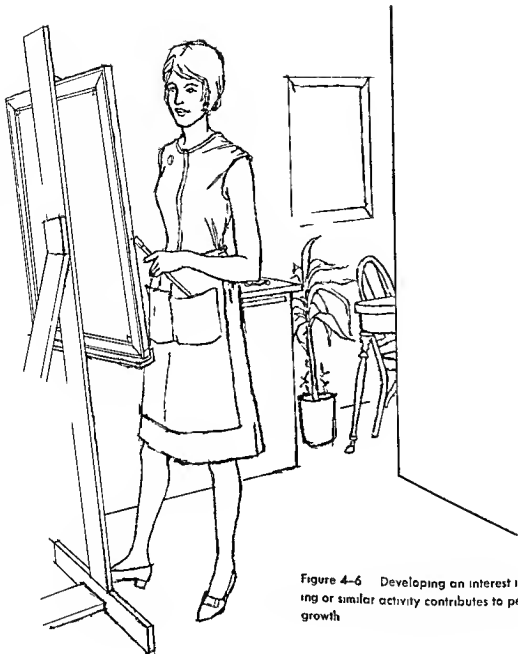


Figure 4-6 Developing an interest in painting or similar activity contributes to personal growth

to maintain an attitude of inquiry to develop her appreciation of other professions and disciplines to encourage good human relations, and to contribute to her profession and to the world in which she lives

Personal Growth

The possibilities for helping teachers to grow as individuals are almost unlimited. Small groups of teachers often pursue their interest in music by organizing their own orchestras or listening to recordings together. Others may belong to arts and crafts organizations, visit exhibits, or participate in civic theatrical activities or amateur dramatic societies. Public

Higbet, Gilbert *The Art of Teaching* New York Alfred A Knopf, Inc, 1950

Jersild, Arthur T *When Teachers Face Themselves* New York Teachers College Press, Teachers College, Columbia University, 1955

Kaufman, Bel *Up The Down Staircase* Englewood Cliffs, N J Prentice Hall, Inc, 1965

Kelher, Alice *Talks With Teachers* Darien Conn The Educational Publishing Corporation, 1958

Petersen, Houston *Great Teachers* New York Alfred A Knopf, Inc, 1946

Smith, Lillian *The Journey* New York Norton Publishing Company, 1965

Read the following research report on methods of improving teachers' classroom behavior and search for implications for yourself, or for the teaching of home economics in general

Amidon, Edmund J, and Ned A Flanders *The Role of the Teacher in the Classroom* Minneapolis, Minn Paul S Amidon and Associates Inc, 1963

Read more about the nature of teaching If you are interested in models of the teaching process, then refer to

Hughes, Marie M *Helping Students to Understand Teaching* Salt Lake City, Utah University of Utah 1959

For theories of teaching study

Bellack, Arno A (ed) *Theory and Research in Teaching* New York Bureau of Publications, Teachers College, Columbia University, 1963 (Note especially *Toward a Theory of Teaching* by B Othanel Smith)

MacDonald, James B and Robert R Lecer (eds) *Theories of Instruction* Washington, D C Association for Supervision and Curriculum Development, National Education Association, 1965

For the concept theory of teaching, read

Woodruff, Asahel D *Basic Concepts of Teaching* San Francisco, Calif Chandler Publishing Company, 1961

For a general book on the nature of teaching read

Jackson, Philip W, et al *The Way Teaching Is*, Report of the Seminar on Teaching Washington D C Association For Supervision and Curriculum Development and the Center For The Study Of Instruction of the National Education Association 1966

In these readings try to identify the assumptions made by their authors, and discriminate ideas that seem most practical for the teaching of home economics

in herself as well. She must have plans for continued growth and professional development and, above all, she must be dedicated to helping others improve their personal and family lives.

Suggestions for Further Learning

1. Involve yourself in some worthwhile projects that will help you to become a better teacher. For example, you might do some community service to become better acquainted with the disadvantaged, offer your services to a teen age club, develop a reading list to broaden your knowledge in a specific area, plan a weekly "coffee klatch" with several of your most stimulating co-workers, or make definite plans to become more involved in professional activities.
2. If you were asked by a visitor from another country about the responsibilities of a home economics teacher, which ten points would you emphasize?
3. Formulate a series of questions on one of the points discussed in this chapter. Read the references cited in the footnotes, and use them as a guide to other readings. Then develop a questionnaire, and interview at least six classmates, beginning home economics teachers, or experienced teachers. What are your conclusions? Share the results with others and consider some possible actions that might appropriately follow.
4. What suggestions can you offer for self-evaluation by teachers? Read the following works for additional suggestions.
 - Alexander, William M. *Are You A Good Teacher?* New York: Holt, Rinehart & Winston, Inc., 1959.
 - Raths, Louis. "What is A Good Teacher?" *Childhood Education*, Vol. 40, No. 9 (May 1964), pp. 451-456.
 - Reeves, Katherine. "Teacher as Artist," *Grade Teacher*, Vol. 81, No. 6 (February 1964), pp. 68, 70, 72.
5. Read the following works for insight into the role of the teacher.
 - Ashton Warner, Sylvia. *Teacher*. New York: Simon & Schuster, 1963.
 - Barzun, Jacques. *Teacher in America*. Garden City, N.Y.: Doubleday & Company, Inc., 1945.
 - Bills, Robert E. "About People and Teaching," *Bulletin of Bureau of School Service*, University of Kentucky, Vol. XXVIII, No. 2 (December 1955).
 - Greene, Mary Frances, and Orletta Ryan. *The Schoolchildren*. New York: Pantheon, 1966.

5

Learning

THE DEMANDS OF THE TIMES require that home economics students learn more, learn faster, retain learning better, and apply it more effectively. The productivity of the home economics classroom can be increased immeasurably if teachers will put into practice modern learning theories.

THEORIES OF LEARNING

Many theories about learning have emerged from research and experience in the fields of psychology, communications, and anthropology, among others. Coombs¹ urges us to distinguish between knowing and learning. He claims that knowing is but a part of learning—that true learning has occurred only when behavior of the individual has been changed. It is easy to distinguish between the two when one realizes that individuals do not always behave in the light of their knowledge. A stu-

¹ Arthur W. Coombs, *Learning More About Learning* (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1959), pamphlet.

- 8 Develop your own definition, theory, model, or analysis of home economics teaching. Test it by visiting a class or classes in home economics. What are your conclusions? Teach a class and try to implement your ideas. What are the strengths and weaknesses of your concepts about teaching?

the other areas of home economics, the belief now is that students' behavior should be improved and changed as a result of knowing

Some teachers hold to the notion that if they teach, students will learn. Experts tell us that these processes are distinct. Each pupil must experience learning personally, and learning takes place to the degree that an individual can discover a personal meaning in a situation or an idea. The teacher, then, must be certain that activities and ideas are being perceived by the learner in a meaningful manner. The student does this in many ways—through his senses, through the use of language symbols to communicate, by interpreting his environment through his perception, and by identifying interrelationships.

Research

Individuals tend to repeat behaviors that they have found successful or satisfying in similar situations. Research into the effects of reward and punishment on learning has demonstrated that a reward, called reinforcement, is most effective if followed immediately after the desired behavior has been manifested. This means, for instance, that a teacher should commend a student for a good report promptly, and that delaying the return of test papers for several weeks has little or no reinforcement value. An advantage of programmed instruction is the quick feedback of success. New and exciting classroom experiences act as a kind of reward and encourage learning. Punishment and threats do not have effects precisely opposite to those of rewards, but they are nonetheless usually frustrating and disturbing to the learner. A discouraged student may avoid further effort and may not seek the solution to his problem.

Learning is facilitated if a student's purposes are achieved, and if he participates in the selection and planning of classroom projects. Excessive directions by the teacher often discourage learning, as does an authoritarian atmosphere. In planning classroom experiences teachers will do well to select projects that are neither too simple nor too difficult. Students like to anticipate success but do not wish to be too certain of it.

The question of what effect age has on learning is often raised. The most rapid mental growth takes place in infancy and early childhood. During these periods a child learns to identify familiar faces, spoken words, his surroundings, and the routines of daily living. He distinguishes between himself and others, comprehends certain aspects of distance and numbers, and recognizes approval and disapproval, all by the time he is five years old. In addition, his lifelong tendencies to be trusting or mistrusting, his self acceptance and initiative have been implanted and will

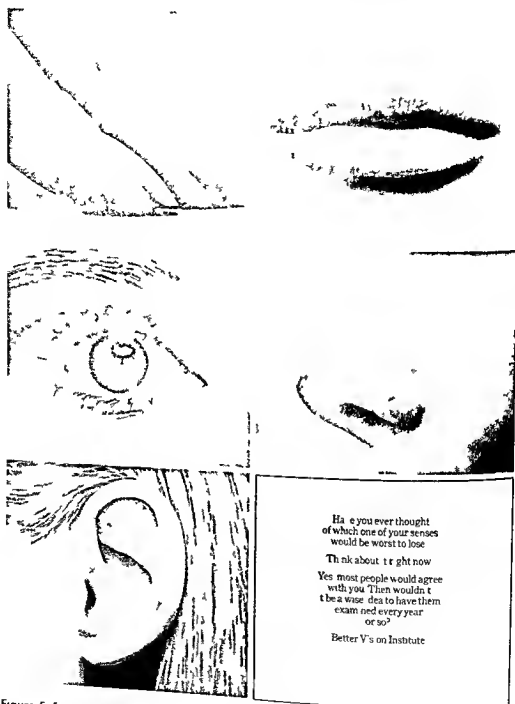


Figure 5-1 A multi-sensory approach enhances learning (Courtesy Better Vision Institute, Inc.)

dent for example may know that protein foods should be cooked at low temperatures but may still cook eggs at a high temperature. At one time educators placed a high value on knowing whether knowing effected any changes in behavior was of little concern. Now educators are aware that it is inadequate for students simply to know about family relations and

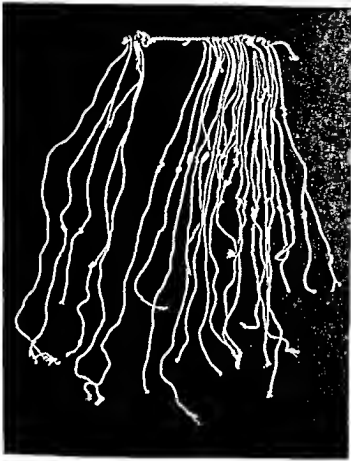


Figure 5-3 The Peruvian quipu man of five hundred years ago would commit a message to memory with the aid of his knotted mnemonic and then rush to the relay station and decode his knots for the next quipu runner (Linkurt Electric Co Inc)

quickly than new learning. Reviewing periodically will aid retention if the individual believes the learning is important. If new learning is related to a person's attitudes or values, he will remember it longer and more accurately.

Research emphasizes that learning has many facets. Learnings that relate to life are more enduring; furthermore, learning does not take place in neat sequences but is utilized in important experiences, such as solving problems or choosing values.

Perception and Learning

The learning that occurs in the home economics classroom depends partly upon the perceptions of the teacher and her students. Kelley³ holds that perceptions come not only from the environment through the senses but also from past experiences. The things around a person have meaning to him only to the extent that he attributes meaning to them. People relate themselves to present experience through their past experience. No two people bring the same past experiences to a situation, and

³ Earl C. Kelley, *Education for What Is Real* (New York: Harper & Row, 1947)



Figure 5-2 Commending a student promptly is an effective form of reinforcement

influence his later learning Ability to learn increases to adulthood and does not appear to decline thereafter unless motivation does Persons sixty years old and older can learn new languages skills and ideas thereby changing their behavior in many ways

Watson² states that readiness for new learning is complex in nature and depends on an interaction among such factors as the importance of the new learning to the individual physiological and psychological maturity mastery of skills and techniques and the availability of encouragement and confidence

Forgetting is another concern in the learning process Forgetting occurs rapidly at first and tapers off slowly If there is an occasion to recall soon after the learning then less is forgotten Relearning takes place more

² Goodwin Watson *What Psychology Can We Trust?* (New York: Bureau of Publications Teachers College Columbia University 1961)

freedom to speak, to explore, or to seek information. To be able to operate freely, so long as no harm comes to others, is equally necessary. Basic aesthetic needs are manifested as a craving for beauty. An environment characterized by extreme ugliness may actually cause illness in some individuals.

The individual may not be conscious of many of his needs, hence they may generate in him unconscious motivations. For example, a person may not be aware that his motivation to seek friends is a need for affection or recognition. Such interpretation gives us an inkling of the difficulty in defining or describing some of the important facets of motivation.

Motivation and Learning

According to Shaffer⁶ there are several processes that will stimulate motivation. One is development of the natural urge to explore. Small children pronouncedly manifest that urge, but as they grow older, such inquisitiveness may rapidly diminish. In some adults, it barely exists. Development of this behavior depends to a large degree on the opportunities for exploration. Murphy⁷ urges teachers to encourage students and provide them with opportunities to explore, to contact, to discover, and to assimilate. Fleming⁸ adds that the imperatives of inquiry for learning purposes may be stated as demonstrate, construct, discuss, clarify, investigate, organize, summarize, revise, hypothesize, share, evaluate, create, initiate, and describe.

In every aspect of home economies a rich environment for exploration must be provided. In clothing construction, for example, students must be given the chance to experiment with various methods, fabrics, and styles. The environment for learning should include attractive surroundings, suitable and sufficient materials, and good working equipment. Teaching should be characterized by supply of opportunities for initiative and adventure, recognition of individual differences and allowances for them, and awareness of students' values, needs, interests, and goals.

The teacher who enjoys her students, treats them consistently, and expresses warmth and serenity in her relationships with them—one who does things *with* students, not for or to them—is providing a dynamic learning environment. When the teacher is interesting, well prepared,

⁶ *Op cit*, pp 22-23

⁷ Gardner Murphy, *Human Potentialities* (New York: Basic Books, Inc., 1958)

⁸ Robert S. Fleming, "Achieving Excellence in the Teacher Learning Process," a talk presented at the 14th Annual Conference of College Teachers of Textiles and Clothing, New York City, November 4, 1960

no two individuals respond to the same situation in quite the same way. For that reason students who view a situation casually may actually gain false perceptions of it much as witnesses to an accident tell conflicting stories of it. When a person has repeated perceptions about the same object or person, he may feel he has an absolute perception. This is not necessarily true however for one never sees anything in quite the same way twice.

If students can correctly perceive the important elements in their environment, then they will have more success in their endeavors than failures. However, they cannot separate their environment from themselves, so their perceptions must be tested by action to determine their accuracy.

MOTIVATION

Shaffer⁴ considers motivation to be manifested in an individual as vigorous activity, deep desire, and an urge to direct energy in one direction to the exclusion of others for the purpose of learning, for the realization of a goal, or for accomplishing other endeavors. These ideas contrast with the interpretation held by many educators that motivation is some means of getting a student to do something that the teacher considers important. Maslow⁵ has formulated a theory of human motivation, which is related to an individual's basic human needs. He begins with physiological needs, which he considers the most urgent. A student who is hungry, poorly clothed, or beset by any of the many physiological drives will resist motivation in other areas until these needs have been satisfied. In the hierarchy of needs, safety appears to come next. In our culture we are comparatively safe from wild animals, extremes of temperature, tyranny, murder, and the like. However, the sense of safety derives also from such factors as economic security, a familiar environment, and a meaningful philosophy of life.

Maslow recognizes that the emotional needs for affection, belonging, recognition, and achievement are vital to well being as are the needs of intellect—to know and to understand. There must not be a blocking of

⁴ Laurance T. Shaffer, *Motivation to Learn*, in Goodwin Watson (ed.), *No Room at the Bottom: Automation and the Reluctant Learner*, Project on the Educational Implications of Automation (Washington, D.C.: National Education Association, 1963), pp. 18-30.

⁵ A. H. Maslow, *Motivation and Personality* (New York: Harper & Row, 1954), Chapter 5.

ordering of new data or in using new information Shoben,¹² Krawthwohl,¹³ and others believe that emotionally toned assumptions and concepts of students can be examined fruitfully to the child's advantage. Rogers¹⁴ makes a plea that the individual be given freedom to think his own thoughts, to develop in his own unique way, to be responsible for his choices, and to have the opportunity for as many alternatives as possible. The rewards to a student of learning through his own discoveries include increased intellectual potency, satisfactions, useful techniques, and greater ability to retrieve information from memory.

Team Learning

Durrell¹⁵ finds that students prefer to work together in pairs, threes, or small groups. Higher achievement is attained, and bright and dull students gain from working with each other. Being partially independent of the teacher, they learn to determine their own rates of learning, to plan their goals, and to check their progress. More and better learning is accomplished per hour of instruction.

In home economics team learning is used frequently, for example, groups plan meal, clothing construction, and consumer analysis projects. The enterprising teacher should regard herself as a team member, coordinating the learning experiences of her students.

Teaching and Learning

There are many factors influencing the learning that takes place during teaching. Learning is unique for each student. A teacher must remember that the perception of the problem to be solved will differ from one individual to another as well as their purposes. Each student's background, social and economic statuses, hereditary characteristics, motivations, and rate of learning are unique to him.

The mental and physical health of an individual has a powerful effect on learning. The student who is fatigued, worried, or hungry does not

¹² Edward Joseph Shoben, "The Clinic and the Curriculum," in Huebner (ed.), *op cit*, p. 53.

¹³ David Krawthwohl, Benjamin S. Bloom, and Bertram B. Masia, *Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook 11 Affective Domain* (New York: David McKay Company, Inc., 1964).

¹⁴ Carl Rogers, *Conflict and Creativity: Control of the Mind* (New York: McGraw-Hill Book Company, Inc., 1963).

¹⁵ Donald Durrell, "Pupil-Team Learning," *The Instructor*, Vol. LXXIV, No. 6 (February 1965), p. 5.

psychologically mature, cheerful, alert, and possesses a good foundation in her subject matter and teaching technique, the environment for learning is good. When the goals and purposes of both teacher and students are well defined, learning thrives.

Classroom experiences should progress from one successful accomplishment to another. Do not impose on students standards that are beyond their capacities. In a beginning foods unit, for example, the preparation of convenience foods, such as brown and serve rolls, instant puddings, and cake mixes will give students a feeling of achievement, preparing them for later lessons that involve more complicated techniques. Occasional failures should not leave a student with a feeling that she is inadequate. With patience, a sense of humor, and cheerful encouragement, a teacher can make a student's failure build rather than destroy her self-confidence. The girl should feel that she has learned something valuable that may have applications in the future.

A teacher must be aware that learning takes place outside as well as in the classroom. Students will consequently vary in their backgrounds for learning. For example, a group working in a unit on child development may bring to this subject prior experience with children and a consequent interest or lack of it in them, and the effects of success or failure in their relations with children.

Students cannot be expected to learn in the same manner. Teachers may be aware of personality differences, but the relationship of individual differences to learning is not always recognized, according to Almy.⁹ Research findings raise questions about the influence on learning of dependency, aggression, anxiety, achievement striving, among other personality factors. Bettelheim¹⁰ holds the opinion that one of the most common causes for not learning is a desire to stay close to mother, because learning means growing up and giving up mother.

Educational objectives also have an influence on learning. The work of Bruner¹¹ and others stresses that the structure of a subject rather than the factual or descriptive content of it is the key to encouragement of further learning. Students should be helped to understand the basic concepts and conceptual relationships that serve as tools in the intelligent

⁹ Millie Almy, *Child Development and the Curriculum*, in Dwayne Huebner (ed.) *A Reassessment of the Curriculum* (New York: Bureau of Publications, Teachers College, Columbia University, 1964), p. 41.

¹⁰ Bruno Bettelheim, "Roadblocks to Learning," *NEA Journal*, Vol. 52, No. 3 (March 1963), p. 23.

¹¹ Jerome S. Bruner, "Structures in Learning," *NEA Journal*, Vol. 52, No. 3 (March 1963), p. 26.

Gage, N L *Handbook of Research on Teaching* Chicago Rand McNally & Company, 1963, pp 494-501, 1060-1061, 1191-1120, 1122, 1124, 1128, 1130-1131

Hillard, Ernest R , (ed) *Theories of Learning and Instruction*, The Sixty-Third Yearbook of the National Society for the Study of Education, Part 1 Chicago The University of Chicago Press, 1964, Chapters I, II, and III

Keliher, Alice V "Learning that Lasts," in Fleming, Robert, ed , *Curriculum for Today's Boys and Girls* Columbus, Ohio Charles E Merrill Books, Inc , 1963, Chapter 3

Waetjen, Walter B (ed) *New Dimensions in Learning* Washington, D C Association for Supervision and Curriculum Development, NEA, 1962

- 2 Analyze some of the most interesting learning experiences you have had What made the learning so effective? Are there any implications in them for teaching home economics?
- 3 Examine Fig 5-3 Think about ways you keep certain things in mind What memory techniques do members of your family use? How do these techniques fit into your theory of learning?
- 4 Visit schools in different neighborhoods, such as a home economics department in a suburban community of upper middle class students, in a disadvantaged area, or in a school near a low income housing project How does each teacher implement learning? How did learning experiences differ?

learn well. However, if anxieties, concerns, questions, problems, values, and the needs for security and achievement of a person are accommodated in the teaching process, learning is facilitated.

Repetition or practice is not helpful unless it is closely guided, for error can be perfected through practice. Practice should lead to the kind of performance a student wishes to attain. Sometimes short lapses between practice periods are more effective than intensive effort. Students should set the pace that is most comfortable to them. Frequent analyses of accomplishment are helpful. Bright students generally need less practice than slow learners.

Learning does not proceed at an even pace. Students may learn readily at one time, then appear to be on plateaus at other times. A teacher must recognize these plateaus and analyze them to see if they are being caused by a lack of motivation or the development of undesirable techniques.

To teach for learning that lasts can at times be discouraging. A high loss of knowledge or skill occurs quickly after learning. Part of the forgetting is minutiae, which may be desirable. Frequent review will foster retention. Generalizations, principles, and concepts are retained to greater degree than are facts.

Teachers must teach for transfer of learning and not expect it to take place automatically. Immediate transfer of learning especially to home situations may produce conflict within the family, particularly in meal service, management practices, or role interpretations. Students may have to be assisted through discussion to find ways of making changes gracefully so feelings are not hurt or individuals threatened. In some instances, change may not be feasible for the present. If students have many applications of ways to save time and energy, for example, there will be a more likely transfer to other activities. The building of desirable attitudes toward learning will challenge a student to bring many learnings to bear in the solution of problems.

Suggestions for Further Learning

1. Read about some of the theories of learning in the following list and formulate your own theory. Try to justify it through your experiences in teaching through observation, and through evaluation.

Dale, Edgar. *Audio-Visual Methods in Teaching*. New York: Dryden Press, 1954, Chapter 2.

Dale, Edgar. "Principles of Learning," *The Newsletter*. Columbus, Ohio: Bureau of Educational Research and Service, Ohio State University, Vol. XXIX, No. 4 (January 1964).

criticize, and to see the implications for the future of contemporary social problems. They must be alert both to issues and to ways of coping with them.

The following social phenomena are significant for education:

1. Economic growth betokens a high and improving standard of living, but there remain many pockets of poverty-stricken people in many sections of the nation, especially in the large cities.
2. Technological innovations in the production of goods and services, coupled with the widening influence of government, has brought about a trend toward uniformity in many aspects of the culture.
3. Electronic communications have brought the farthest reaches of the world into the home, dramatically increasing the scope of human affairs about which the average man has attitudes. The mass media do much also to shape those attitudes.
4. The population explosion and increasing mobility of families continue the dramatic concentration of people in urban areas.
5. Increased leisure time is a product of the shortened working day and week. But work today is more demanding and mentally fatiguing than in the past, and moonlighting—the holding of a second job—reduces the leisure time of many.
6. World problems, notably the power struggle between nations, the desire for peace, wars and the threat of atomic disaster, are problems of immediate concern to teachers and students alike.

Educational Trends

Organization of knowledge is one of the most critical problems facing education. Knowledge has accumulated so fast in some fields that students cannot even cope with summaries. Educators must select knowledge that will be most meaningful and helpful to students, and structure it in a manner to facilitate learning. Educational technology can have a profound effect on the quality and facility of instruction, and there is increasing emphasis on the use of technical aids both for individual instruction and for large groups.

Subject matter is the source of many conflicts, particularly as to what are essentials and what are frills. Subject matter fields are in competition with each other. The trend is toward subject-centered curriculums, away from learner-centered emphasis. Experts are attempting to discover ways to correlate human development with subject matter. Schools are faced with the complexities of planning education for the gifted, the disad-

Planning

THE SETTING

PERENNIAL PROBLEMS are the what, how, when, and why of the teaching of home economics. New knowledge and dynamic technological change confront teachers and students so rapidly that one hardly has time fully to understand past achievements before she is presented with new ones. But a home economics curriculum must, of necessity, reflect these changes as well as the social and educational trends that give the program its setting.

Social Trends

Miller¹ points out that the adult years of today's students will be spent in a world the critical concerns of which will be an outgrowth of today's forces, problems, and trends. Students must develop an ability to analyze,

¹ Richard I. Miller, *Education in a Changing Society*. Project on the Instructional Program of the Public Schools (Washington, D.C.: National Education Association, 1963).

attempts to define and systematize ideas, values, and beliefs about the nature of the good life and the good society. A philosophy gives us criteria and guidelines for what we consider right and wrong, desirable and undesirable. From our personal and social philosophy will evolve our educational philosophy—what we, as teachers, value and believe about education. Classrooms are segments of our social environment. What happens to students in this environment is a reflection of our educational philosophy.

Our philosophy will be founded on the democratic ideals that our country has always valued so highly—respect for the worth and dignity of the individual, cooperation for common purposes, and the application of intelligence to the improvement of man's lot. These democratic values guide us in adapting our social institutions, economic programs, and our moral and ethical standards to the ever-changing circumstances of our lives. One of America's greatest and most constant needs is for teachers and students to reaffirm their allegiance to these democratic ideals, for our nation will remain viable only so long as everyone practices and implements them. Only in this way can teachers demonstrate to themselves and to others throughout the world the benefits to be derived from democratic living.

One of the most important contributions of a democratic philosophy is the direction it gives to thinking, to acting, and to our relations with others. Even educational objectives can be screened by using democratic principles as criteria. Education under the authoritarian compulsion of unquestioning obedience is quite different from that in a democratic society where universal education is an explicit goal. In some aristocratic societies, for example, only the elite are educated and the masses are kept in relative ignorance. A clear-cut democratic philosophy can give security and guidance to a teacher in her daily responsibilities. Furthermore, it can offer guidelines to students in their work.

Implementing Respect for the Individual

One has to like oneself before she can like others. The teacher's feelings, attitudes, and concepts about herself will have a tremendous bearing on her interpretation of the good life and her relations with others. It follows that the teacher must develop a deep understanding of the problems, interests, drives, and ambitions of each of her students if she is to truly appreciate that student, and herself, as persons.

Prejudices, discrimination, and snobbery cannot be tolerated by the teacher or her students if the value of respect for the individual is to be



Figure 6-1 A Home Economics student has to cope with three times more knowledge than her parents

vantaged, the slow learner, the handicapped, the potential dropout and others so that their maximum potentials will be released. Efforts are being made to wipe out the disadvantages that have interfered with the educational progress of some 15 per cent of the nation's children. Efforts are also being made to raise the quality of education for the ablest students to help them achieve the highest level of intellectual development of which they are capable. Government funds are being made available for these projects, as well as for other aspects of education.

Facilities that will create a desirable educational environment have come under scrutiny and experimentation. Personnel needed for individual instruction is under debate—the kind of preparation required, the types and numbers needed, in service education and the like.

A Democratic Philosophy of Education

Philosophy, to many, is an abstraction. Although it may be difficult to articulate, we, as teachers, need a philosophy to guide us. A philosophy

Generally, the teacher must teach her students the techniques of working together, and a knowledge of group dynamics, therefore, is essential for both teacher and students. The teaching can be through teacher-student planning, teamwork in the laboratory, club projects, and the functioning of committees, panels, joint reporting, and roundtable discussions.

The content of home economics affords many possibilities for collective endeavors. Students may examine actual situations, case studies, films, recordings, or fiction concerned with family relations to determine ways in which family members solve common problems. Opportunities may be planned for sharing in family financial planning, in the preparation of meals, or in organizing leisure time activities. The cooperation of older with younger members of a family in a home beautification project or family contributions of time and effort to a community project are other endeavors that may be explored fruitfully.

Implementing the Application of Intelligence

There are many opportunities to implement the problem-solving process in home economics classes. Students must be taught how to think and not what to think. Growing up brings many problems, and students who have been taught to reason intelligently will be stimulated to give careful consideration to alternatives, tentative solutions, and to critical and creative action. A former teacher at a Wisconsin high school² describes the process as relatively simple by using the following four steps: Find the Facts, Filter the Facts, Face the Facts, and Follow the Facts.

Possibilities for students to apply the method of intelligent reasoning in personal and family problem solving are: choosing food with discrimination when eating away from home, handling money wisely, selecting a suitable fabric for a certain garment, finding a place in a social group, developing vocational competence, establishing standards of dress and becoming independent from parents with a minimum of tension. Other problems of contemporary living will emerge in the classroom.

Students may wish to consider social problems and how they relate to personal and family living. What, for example, can students do about such problems as promoting peace among nations, decreasing the divorce rate, saving natural resources, preventing accidents, reducing unemployment, preventing rising incidence of mental illness, facilitating intergroup understanding, encouraging the exercise of civil rights, and eliminating economic insecurity?

² H. H. Giles, S. P. McCutcheon, and A. N. Zeichel, *Exploring the Curriculum* (New York: Harper & Row, 1942), p. 176.

maintained Social class, race, religion, nationality, economic status, residence, and other individual differences of circumstance should be utilized as sources of information and enrichment rather than of contempt. The challenge to do so may take considerable effort. One teacher commented that it is not easy to be concerned about students who are dirty, dull, and generally uninterested. But such students may need to have their worth and dignity recognized more than do the clean, bright children.

In planning her work and in her relations with students, the teacher must give thought to ways in which their worth can be highlighted. Even the most discouraging students usually do something well, and they should be praised for it. With effort the teacher can release potentials in all her students. She must be willing to listen, to discuss, to motivate, to suggest, to challenge, to do whatever is required to unveil the greater worth of every child she teaches.

Implementing Cooperation for Common Purposes

The ability to be a good team member is an asset in school life and in the work world as well. Inability of individuals to cooperate on a job is a problem wherever people are employed. If a whole school works to foster the ideal of cooperation, the effect is quite contagious—the administration, teachers, and students pull together. So much can be accomplished under these circumstances, and the satisfactions are great.

Figure 6-2 Teacher and students work together



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² H. H. Giles, S. P. McCutcheon, and A. N. Zechel, *Exploring the Curriculum* (New York: Harper & Row, 1942), p. 176.

Students should be discouraged from postponing the making of intelligent decisions, from leaning on stereotyped answers, and from automatically accepting the ideas of others. Problems may shift and change, but the intelligent method of attack will continue to be valuable.

There are many opportunities for students to reason. A teacher must guard against analyzing a situation for a student when it would be better for her to seek her own solution. And always the student must be encouraged to consider areas or problems about which she has a genuine concern. Otherwise, it will become more difficult for her to develop thoughtful attitudes toward working out problems.

Implementing a Philosophy

Big questions emerge from the implementation of a philosophy. Considerable thinking and looking are required to find sound answers. Are our aims and goals to be concentrated on the future, the past, the present, or a combination? Should we educate for change or for the maintenance of our heritage? Which is more important, the individual or the state? Are some ideals and standards eternal? Can we have a land of opportunity and have security, too? Should an individual adjust to society, accepting it as it is, or should he try to improve it? Should everyone have the same kind of education? Should education be general in nature or should it have a vocational emphasis? These are only a few of the many issues and problems that confront a teacher when she gives careful thought to implementing a democratic philosophy.

PREPLANNING

Before she actually starts planning her instruction program, the teacher will do well to prepare the requisite information and to examine and clarify her values and beliefs about home economics education.

Influences on Planning

There is considerable debate in educational circles about the degree of freedom a teacher should have in determining what she should teach and the extent to which she should be guided by professional, state, local, and other curriculum guides. Generally speaking, the guides available in home economics state broad objectives, offer some recommendations in regard to scope and sequence, give examples for organization, offer

suggestions for learning experiences and evaluation, and in many instances cite important concepts, principles, and generalizations in relation to an area of instruction. Planning specific learnings and activities appropriate for the development of her individual students is left to the teacher. The home economics teacher must be aware of what priorities of instruction are clearly the responsibility of the school so that she can relate her program to what the family, the community, its churches, industry, and local organizations are doing in the area of home and family living education.

The facilities and resources available obviously influence the kind of planning a teacher will do. If resources are limited, how may the curriculum be enriched? How can it be improved?

Basic to any planning is the manner in which the teacher decides to handle controversial issues. Will she ignore them, make them an integral part of the curriculum, or give special emphasis to them? For example, how will she handle the issues of the proper age for dating or for marriage, the role of women, and similar topics? The educational philosophy of the school and—perhaps more important—that of the teacher obviously will have a vital bearing on curriculum planning. If the teacher subscribes to a democratic educational philosophy and knows how to implement it, her students are more likely to quickly develop into mature citizens.

Resources

There are many planning aides to which a teacher may turn, including curriculum guides, books, periodicals, and pamphlets on curriculum development, some with special emphasis on home economics, workshops, institutes, and refresher courses in curriculum development, and lectures by authorities at professional meetings. Surveys of student and parent interests concerning emphases in the home economics programs can be useful. An advisory council, composed of outstanding leaders in the community or alumnae of the home economics program, might be formed. Analyzing the findings of research into the various aspects of curriculum development is also worthwhile.

The Community

Through observation, surveys, information from local authorities, and discussions with students, a teacher can inform herself about the community in which her students live.

The following questions may serve as a guide for such inquiry

1 *Families*

- What are the ethnic racial religious and social family backgrounds?
- How do family members interpret their roles?
- What are the evidences of family instability divorce separation and delinquency?
- What family customs and traditions prevail?
- What family values prevail?

2 *Housing*

- What kind of homes are found in the community?
- What is the ratio of multiple unit housing to one family dwellings?
- Is there a housing improvement program?
- What appliances and conveniences are used?
- How much space is allocated to children?
- What are the opportunities for privacy in the home?

3 *Community Economics*

- What are the sources of family income?
- What percentage of the mothers work? In what kinds of work?
- What are the principal industries in the community?
- Economically how does the community compare with the nation as a whole?
- What are the shopping facilities?
- To what extent do residents use shopping and other facilities outside the community?
- What are the possibilities for students to earn money? What spending allowance arrangements prevail?

4 *Recreation*

- What are the preferred forms of recreation?
- What are the facilities for recreation?
- To what extent is recreation family centered?
- What kinds of recreation take place in the home?
- Are there any recreation problems?



Figure 6-3 The community in which families of students live is an important consideration in planning (Ewing Gallaway)

5 *Community Values*

What are the values of people in the community with regard to money, culture, education, beautiful homes, sports, sociability?

What is the attitude of the community toward its schools?

How is the home economics program viewed?

How is education for personal and family living rated?

6 *Community Organization*

Who are the leaders in the community?

Who are the power groups?

What service clubs exist?

What is the role of the churches?

What are the important community projects?

Are there serious conflicts within the community?

What are the evidences of class stratification and what are its implications?

Answers to these questions and similar information will provide the teacher information that will be invaluable in planning a program reflecting the needs and problems of the community's students. Information can be gained from school records and direct observation of students in a variety of situations. If possible learn something about students' interests outside of school—their participation in Girl or Boy Scouts, Campfire Girls, 4 H Clubs, church, or community activities, and the like. Exploring their hobbies may prove profitable.

The School

To know the goals of the total school program is important, for the home economics program must be integrated into the over-all program. The teacher must determine what objectives of the school can be met through home economics. In addition, it will be necessary to become familiar with any emphasis given to personal and family living in other courses, such as English or social studies, so that she can reinforce, enrich, and utilize the teachings of other subjects.

The Students

If a program in home economics is to be functional, then the interests, problems, and values of students must be determined and understood. Information concerning their home experiences and background is important. The influence of age, sex, socioeconomic status, level of ability, previous experiences, and personal purposes in taking the course, may prove enlightening.

The Content

Mallory³ reviews the accomplishments of workshops at the University of Missouri in June 1964, in which the basic concepts and generalizations of the subject matter of home economics were organized around the following sections:

- 1 Human Development and the Family
- 2 Home Management and Family Economics
- 3 Food and Nutrition

³ Berenice Mallory, "Curriculum Developments," *The Bulletin of the National Association of Secondary School Principals*, Vol. 48, No. 296 (December 1964), pp. 53-65.

- 4 Housing
- 5 Textiles and Clothing

Subject matter specialists, high school teachers, home economics educators and supervisors were actively involved in these workshops

The following definitions of *concept* and *generalizations* were established

Concepts are abstractions used to organize the world of objects and events into smaller categories. They have many dimensions and meanings, and constitute the recurrent themes which occur throughout the curriculum in a cumulative and overarching fashion

Generalizations express underlying truth, have an element of universality, and usually indicate relationships. Generalizations give meaning to concepts. They are based on objective data, on experience, or on theory accepted by specialists in the field.⁴

The workshop participants believed that the concepts included in the five areas of home economics subject matter could serve as a reservoir for local and state groups to develop curriculum resource materials. Following are examples of concepts, in some instances subconcepts, and a supporting generalization from the five subject matter areas

Human Development and the Family

Universality of individuals and families: there are more similarities in family patterns within a culture than there are in family patterns of different cultures

Home Management and Family Economics

Environmental influences on individual and family management

- A Societal
- B Economic

The family economy affects and is affected by the larger economy

Food and Nutrition

Significance of food

- A As related to culture and socioeconomic influences
- B As related to nutrition

Adequate nutrition can be attained with many combinations of food commonly available through the world. No single food pattern is essential to health

⁴ *Ibid*, p. 56



Figure 6-4 The family experiences of students influence curriculum planning (Sunset Magazine)

Housing

Influences of housing on people

- A Physical and psychological
- B Social

Housing and its surroundings are status defining for individuals and families

Textiles and Clothing

Significance of textiles and clothing

- A Interrelationships of clothing and culture
- B Social and psychological aspects of clothing

As an individual matures his clothing perceptions and values change

An application of the outline to a curriculum is typified by the curriculum guide developed for statewide use in the State of New York⁵

An example of major concept, subconcepts, behavior goals, generalizations, and essential learnings follows

Concept II—Family Formation

Subconcepts

- A. The Decision to Marry
- B. The Marriage Partnership
- C. Preparation for Children in the Home
- D. Guiding Infants and Young Children

A The Decision to Marry

Behavioral Outcomes

Understanding of many types of relationships and different forms of love

View of marriage in broad perspective as influencing one's total life

Realization that qualities and characteristics of individuals must mesh in a marriage partnership

Generalization 1 Association with a variety of persons during all of life provides background for developing mature relationships

Essential Learning Social experience as preliminary to mate selection

Peer and adult associations contributing to broad experience with people

Peer Various childhood relationships, gang activities, casual boy girl partnerships, dating

Adult Relationships with parents, teachers, clergy, employer, and other influential adults

Reasons for having dating relationships companionship, convenience, personal enhancement, affection, entertainment

Characteristics of mature relationships consideration and respect for self and others, mutual giving and taking, willingness to assume responsibility for actions

It must be emphasized that concepts and generalizations, as developed in planning, are not given to a class, rather, students should be encouraged to develop and state their own concepts and generalizations. These will vary in sophistication according to individual maturities and abilities, and can run the gamut from the very simple to the very sophisticated. The

⁵ *Home Economics Education, Syllabus for a Comprehensive Program* (New York: Bureau of Home Economics Education, The State Education Department, The University of the State of New York, 1965)

teacher will find that identification of concepts and supporting generalizations provides a framework for what is to be taught

Scope and Sequence

In planning a total program in home economics, it is helpful to develop an outline of the scope and sequence of the work to be accomplished in different subject matter areas and at the various grade levels—in short, a developmental progression of tasks and learnings. Needless repetition can be thereby avoided and plans can be geared to learnings appropriate to the type of student involved.

Tracy and Walsh⁶ suggest that among the considerations the teacher should bear in mind when deciding the scope of a home economics program are the socioeconomic status, stage of life cycle, vocational needs, and the geographic and cultural backgrounds of the students to be taught. In addition, the ability of the students, the degree of need for the information and possibility of suitable learning experiences, extent to which learning can be extended, and what is omitted or de-emphasized if certain selections are made, may be considered.

Simpson⁷ suggests the following points as an aid in making choices: logical development of content in the area, which would include concepts, skills, understandings, and relationships; the state of readiness of learning at each stage of difficulty, including maturation of students, needs and interests, developmental tasks, experiences, coordination, and the like; the type of learners enrolled in the classes; provision for new and exciting challenges; amount of repetition that may be justified; kind of facilities required; most effective use of teacher's time and energy.

DEVELOPING THE PROGRAM

Because planning must have value to the individuals concerned, it should be centered around vital interests and meaningful problems. This involves making choices, examining all viewpoints critically, accepting and adjusting to changes, and exploring pertinent resources. Planning should promote continuity which gives teacher and students a feeling of security, and implies a constant evaluation.

⁶ Tracy, Jane, and Letitia Walsh, *Improved Teaching Through Essay Tests Illinois Teacher of Home Economics*, Vol. III, No. 5 (1960) p. 208.

⁷ Personal communication from Dr. Elizabeth Simpson, University of Illinois.

Objectives

The success of student learning is often related to the clarity with which teacher and student define their respective goals. Simpson⁸ suggests that the objectives be stated in terms of behavior in the cognitive, affective, and psychomotor domains. She states that classifying the objectives in accordance with the taxonomies of educational objectives will yield improved selection of content and learning experiences.

Taxonomies have been developed for the three domains. The broad categories for the cognitive domain are⁹

- 1 *Knowledge*, which involves the recall and recognition of specifics, principles, processes, methods, and the like
- 2 *Comprehension*, which considers understanding and making some use of specifics, principles, facts, and the like while being communicated,
- 3 *Application*, in which the learner is able to make use of his knowledge of specifics, principles, and facts in a particular situation
- 4 *Analysis*, in which the learner is able to break down communication into its elements and see the organization of those elements,
- 5 *Synthesis*, in which the learner is able to integrate the elements of fact, principles, and the like into a meaningful communication,
- 6 *Evaluation*, which involves a judgment concerning the value of a communication, theory, generalization or the like, based on internal and/or external criteria made by the individual. Note the increasing complexity of these operations

Krathwohl¹⁰ and others developed the following taxonomy of objectives in the affective domain, which is concerned with changes in interests, attitudes, values, appreciations, and personal social adjustments. The major categories are

- 1 *Receiving*, in which the concern is to sensitize the learner to the existence of certain phenomena and stimuli,

⁸ Elizabeth Jane Simpson, "Curriculum Development in Home Economics Education" *Illinois Teacher of Home Economics*, Vol IX, No 1 (1965-1966), p 9

⁹ Benjamin S. Bloom, *Taxonomies of Educational Objectives, The Classification of Educational Objectives, Handbook I Cognitive Domain* (New York: Longmans Green & Company, 1956)

¹⁰ David R. Krathwohl, Benjamin S. Bloom and Bertram B. Masia, *Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook II Affective Domain* (New York: David McKay Company, Inc., 1964)

- 2 *Responding*, which deals with interest—the desire that leads to involvement or seeking out
- 3 *Valuing*, a concern that certain beliefs, attitudes, values, and ideals have been internalized sufficiently to be manifested consistently in the learner's behavior,
- 4 *Organization*, in which internalized values are conceptualized and organized into a hierarchical system,
- 5 *Characterization by a value or value complex*, in which values have not only been internalized into a consistent hierarchy, but the behavior of an individual is controlled by these values, and evocation of the behavior is no longer accompanied by emotion or affect

Simpson¹¹ suggests a tentative system for a classification of educational objectives for the psychomotor domain. The first category suggested is *perception*, an essential first step of an awareness of objects, qualities, or relations through sensory stimulation such as hearing, seeing, touching, smelling, tasting, and muscle (kinesthetic). Perception is heightened by selecting cues to which an individual must respond to satisfy the particular requirements of a task performance. A relevant cue in food preparation would be sensing the adjustment of a gas flame for the stewing of fruit. Last in this category is translating the mental process of relating perception to action in the performance of a motor act. An example would be the ability to follow directions on a pattern in cutting out a dress.

The second category is *set*, which involves a preparatory adjustment or readiness for a specific type of action. The three aspects of set are mental, physical, and emotional. Mental set might be the knowledge of the steps in cleaning a room; physical set might include making the anatomical adjustments and focusing attention on the needed sensory organs when carrying groceries; and emotional set involves favorable attitudes and willingness to respond.

The next category is *guided response*. An early step in the development of a skill emphasizes the components of a more complex skill. The first subcategory is *imitation*, in which a student attempts to execute an act as perceived from a demonstration by another person. An example is putting a zipper into a garment after the teacher has demonstrated the steps to the class. Another aspect of guided response is *trial and error*. The approach need not be haphazard, but the trials are based on a rationale

¹¹ Simpson, Elizabeth June. *The Classification of Educational Objectives: Psychomotor Domain*. Vocational and Technical Education Grant Contract No. OE 5 85 104. Vocational Education Act of 1963. Section 4(c). Urbana: University of Illinois, 1966.

Students will attempt to discover the appropriate response to do a job efficiently. An example is trying a number of ways to store clothes in a closet in order to save space

The fourth category is *mechanism*, in which a learned response becomes habitual. It denotes skill and confidence in performance, generally more complex than the preceding level. An illustration would be the ability to iron a tablecloth.

The fifth category is *complex response*, indicating a high degree of skill so that acts can be carried out with ease and efficiency and a minimum expenditure of time and energy. There is a certainty and an automatic performance with finely coordinated motor skill and muscle control.

Loree¹² suggests that the psychomotor domain be considered as part of a larger area, the *action-pattern domain*. Psychomotor skills refer to motor responses, Loree would add social skill objectives. The major concern of this domain is what an individual *does*, not what his intentions may be. The objective is desirable behavior in terms of social goals without concern for motivational or meditative processes of the individual.

All these domains have relationships. In curriculum development, a teacher may consider the cognitive, affective, and behavioral objectives that seem necessary to develop a successful family member, for example. In addition, the three domains challenge home economics educators to look at the total person. All in all, they give direction to teaching.

Objectives are vital to the development of a program. Summers¹³ states that a student cannot become actively involved in the learning process unless she knows what she is expected to learn, how she is expected to demonstrate mastery of that learning, and how her consequent behavior can be transferred to other behavior. Let us examine the objectives of Teacher A and Teacher B in a lesson on "The Foods of our Mexican Neighbors."

Teacher A has listed the following student objectives:

- 1 Each student will prepare and serve at least five common Mexican foods, and compare them with American foods as to nutritive value, flavor, and ease of preparation.
- 2 The students shall be able to identify common Mexican foods when shown slides or pictures of those foods, and indicate the common method of preparation and service for each.

¹² M. Ray Loree, "Relationship Among Three Domains of Educational Objectives," *Contemporary Issues in Home Economics, A Conference Report* (Washington, D.C.: National Education Association, 1965), p. 75.

¹³ Frances L. Summers, "Watch Your Objectives," *The Instructor*, Vol. LXXIV, No. 1 (September 1964), p. 56.

- 3 The students will prepare a meal with Mexican foods that is nutritious, appetizing, and attractive

The objectives of Teacher B are as follows

- 1 To develop an appreciation of Mexican foods
- 2 To know something about the preparation of these foods
- 3 To understand the importance of the various foods in the Mexican diet

The objectives of Teacher A follow Summers's criteria and give the teacher an opportunity to measure progress and actively involve the learner. Teacher A has indicated some minimum standards of accomplishment. By contrast, the objectives of Teacher B allow for rather wide interpretation.

Clearly stated objectives direct and refine the thinking of a teacher, facilitate teaching and learning and help teachers to be goal oriented. Objectives are less well stated in such words as *appreciate*, *understand*, *study*, and *learn* than in the more definitive words such as *solve*, *identify*, *contrast*, *construct*, *prepare*, and *demonstrate*.

Kinds of Planning

A teacher must examine her total program to determine what kind of planning is required and what choices are open to her. What are the offerings for which she is responsible? Are they the best, or should changes be made? What are the possibilities for integrating her courses with the total school program? For example, can nutrition be reinforced through some connection with the school lunch program? Is cooperation with science, art, English, mathematics, or industrial arts feasible? What are the goals of the Student Council? Do they have a bearing on the home economics program? Are there possibilities for serving the community such as offering a food buying seminar for bachelors or the aged, or helping young homemakers with their problems? Could such a curriculum be carried to the community through television or radio programs?

After deciding which aspects of her program to emphasize, the teacher should schedule her program in terms of the whole year. The school calendar is often divided into semesters or some such organization which influences planning. Courses should be divided into areas or units of interest. If the teacher is responsible for more than one grade level, it may be advisable to arrange a scope and sequence chart. Planning should be broad so that new needs, interests, and problems may be recognized. From this yearly outline, a home economics teacher needs to organize the

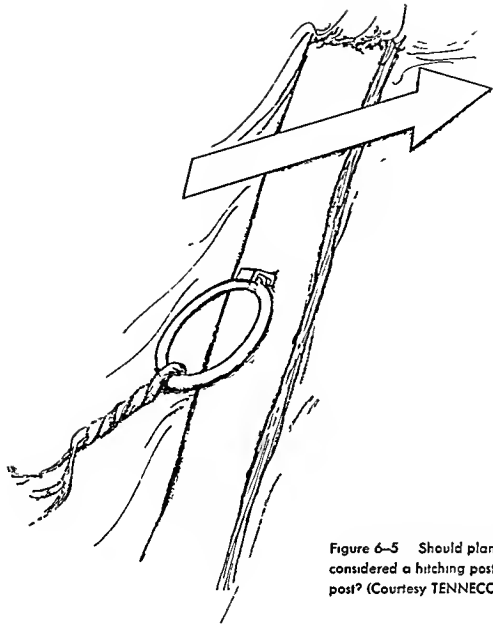


Figure 6-5 Should planning be considered a hitching post or a guide post? (Courtesy TENNECO Inc.)

units or areas of concern in considerable detail, and from these will emerge the daily lesson plan

A number of types of units can be devised. A *resource unit* is a systematic and comprehensive organization of available materials, teaching aids, learning experiences, ideas, procedures, problems, issues, and bibliographies from which a teacher may develop a teaching unit. Several teachers may prepare a resource unit that can be shared in enriching their programs. A *learning or experience unit* is usually based on a significant student problem or need, the word *unit* implies a wholeness in contrast to fragments. For example, a unit on 'Getting Along with Younger Children' would be more comprehensive and meaningful than one including little more than 'Rules for Baby Sitters'.

Although each teacher will wish to develop her own format for writing units, here are some ideas that may be helpful. Possible approaches in terms of pupil interests should be considered. These are more effective if incorporated naturally as part of ongoing school or out of school activities. An outline of possible content, related to probable questions and

problems of students, is important. A list of experiences should take into consideration how students learn, should indicate opportunities for them to make decisions, and allow for student growth.

The unit plan generally includes sources of teaching aids—books, magazines, pamphlets, audiovisual aids, and community resources. Evaluation procedures, such as written devices, observation, consultation with parents, and so on should be suited to the objectives of the program.

Some teachers may desire to make their unit plans very detailed while others may prefer them very brief. In any case, it is wise to put something on paper as a guide for writing serves as a discipline to think through the planning more concisely and comprehensively.

The Daily Lesson Plan

No planning is complete until a teacher decides what is to be accomplished each day. Some teachers, especially inexperienced ones, prefer to chart this in detail, while others write only a brief outline. It is assumed that the teacher has an understanding of the content, of the skills she will need, what will be taught, and of individual student needs. The lesson plan serves merely as a guide—the alert teacher will keep tuned to new interests or problems of students and will weave in their ideas and suggestions as the lesson evolves and take advantage, too, of her own second thoughts.

Creative use of teaching aids helps to make a lesson more interesting. The teacher may begin the class session with a newspaper clipping, an interesting photograph or cartoon, a filmstrip, or a game that has been adapted to the purpose of the lesson. Later she may resort to a chart, a flannelboard presentation, or a demonstration that further develops the important ideas of the lesson, and will incorporate student contributions. If a laboratory or experimental period is part of the plan, the teacher can supervise individuals or small groups. At the close of the session there could be an evaluation of the progress made, a determination of the extent to which criteria were met, objectives were achieved, and a consideration of the next steps. In addition, both teacher and students should appraise the growth and development of individuals and the group as a whole.

Students should be allowed to participate in planning to the extent of their ability and to the degree that a teacher feels such activity is advantageous. There is no doubt that having students involved in the planning process contributes immeasurably to their sense of responsibility, interest, and satisfaction with class activities, perhaps most important, they be-

come more adept at decision making. Parents, too, might be brought into the planning. The teacher, however, must never forget that she is the key to the planning process.

Suggestions for Further Learning

1. There are a number of ways in which you, as a teacher, can evaluate your philosophy of education.
 - a. Write the beliefs you hold about people, society, and education, then appraise them in the light of democratic values.
 - b. Review the events of a day, listing the democratic acts and the occasions when the implementation of democracy was dubious. Of the latter, what might have been done differently?
 - c. In your favorite newspaper or magazine find examples of democratic values at work.
 - d. Select some outstanding social problem—such as school integration, capital punishment, civil rights, or aid to education—and examine your stand on it very carefully in terms of a democratic philosophy. Are your viewpoints really democratic?
 - e. Examine the outline of a home economics program. What are the opportunities for implementing democratic values?
 - f. Study the behavior of a sample of students. Can you cite evidence of democratic behavior that may have emerged from the home economics program?
2. Read from among the following references on curriculum and identify at least five applications to a home economics program.

Chadderdon, Hester, *et al*. *Family Focus in Home Economics Teaching*. Washington, D.C.: American Vocational Association, 1956.

Foshay, Arthur W., *et al*. *Research for Curriculum Improvement*, 1957 Yearbook of the Association for Supervision and Curriculum Development. Washington, D.C.: National Education Association, 1957.

Fraser, Dorothy M. *Deciding What To Teach*, Project on the Instructional Program of the Public Schools. Washington, D.C.: National Education Association, 1963.

Frazier, Alexander, *et al*. *New Insights on the Curriculum*, 1963 Yearbook of the Association for Supervision and Curriculum Development. Washington, D.C.: National Education Association, 1963.

Goodlad, John L. *Planning and Organizing for Teaching*, Project on the Instructional Program of the Public Schools. Washington, D.C.: National Education Association, 1963.

Halverson Paul M, *et al Balance in the Curriculum*, Yearbook of the Association for Supervision and Curriculum Development Washington, D C National Education Association, 1961

Huebner Dwayne (ed) *A Reassessment of the Curriculum* New York Bureau of Publications Teachers College, Columbia University, 1964

Hurt Mary Lee *Home Living Programs for the Early Adolescent*, Professional Series Bulletin No 26 East Lansing, Mich Bureau of Educational Research College of Education, Michigan State University, 1957

Passow A Harry (ed) *Curriculum Crossroads* New York Bureau of Publications Teachers College, Columbia University, 1962

Report of a national project, *Concepts and Generalizations Their Place in High School Home Economics Curriculum Development*, Washington, D C American Home Economics Association, 1967

Simpson Elizabeth "Curriculum Decisions in Home Economics Education," *Illinois Teacher*, Urbana, Ill University of Illinois, Vol IX, No 6 pp 292-300

Simpson, Elizabeth, "Curriculum Development in Home Economics Education" *Illinois Teacher*, Urbana, Ill University of Illinois, Vol IX No 5 pp 226-274

Spitz Hazel Taylor "Need of the Students as a Basis for Curriculum Decisions" *Illinois Teacher*, Urbana, Ill University of Illinois, Vol IX, Number 3 1965-66 pp 101-126

Taba, Hilda *Curriculum Development, Theory and Practice* New York Harcourt, Brace & World, Inc, 1962

Tyler Ralph W *Basic Principles of Curriculum and Instruction* Chicago Ill Syllabus Division The University of Chicago Press, 1950

Unruh Glenys G *New Curriculum Developments* Washington, D C Association for Supervision and Curriculum Development, National Education Association 1965

Wiles, Kimball *Strategy for Curriculum Change* Washington, D C Association for Supervision and Curriculum Development, National Education Association, 1965

- 3 Take a list of objectives for a lesson in home economics and categorize into the three domains of educational objectives Select an area, such as the influence of dating on personal development, and write for it two possible objectives in the cognitive, affective, and psychomotor or action pattern domains Read

"Affective Learning," *Educational Leadership*, Vol 22, No 7 (April 1965), entire issue

Bloom and Krathwohl, handbooks cited in footnotes 9 and 10

Contemporary Issues in Home Economics, A Conference Report
Washington, D C National Education Association, 1965

Simpson, E J *The Classification of Educational Objectives, Psycho-motor Domain*, Vocational and Technical Educational Grant, Contract No OE 5 85 104, 1966 Urbana, Ill University of Illinois

- 4 Study a lesson plan, and then observe the lesson taught from it How did the teaching differ from the plan, if it differed at all? What changes would you have suggested?
- 5 Observe a home economics class and determine if any of the following were fostered interpretation of leadership, intelligent use of authorities, a sincere regard for students What was the function of the subject matter? Was there a concern for community or social problems? Were democratic attitudes or relations encouraged?
- 6 Read the section on Organizing Centers in the Goodlad reference in Suggestion 2 What are your reactions?

The Environment for Learning

THE DESIGN of a home economics classroom, with its facilities and space allocations, must reflect a desirable teaching and learning center. Students must be able to see, hear, interact, experiment, discuss, study, work singly or in groups. Their physical surroundings must be attractive and adequate, and the psychological environment should contribute to warm, friendly, permissive, and productive relationships.

Certain educational and social changes will influence the planning of space. The population explosion will bring more students to the classroom. The expansion of knowledge requires a curriculum of broader scope. Home economics appears to be interpreted with more emphasis on the cognitive than on manipulative skills. The use of technological teaching aids also will affect planning. Most important are the objectives of the home economics program.

UTILIZATION OF SPACE

A teacher must be aware of the strong impact that the use of space has on students' learning. The question a home economics teacher must ask

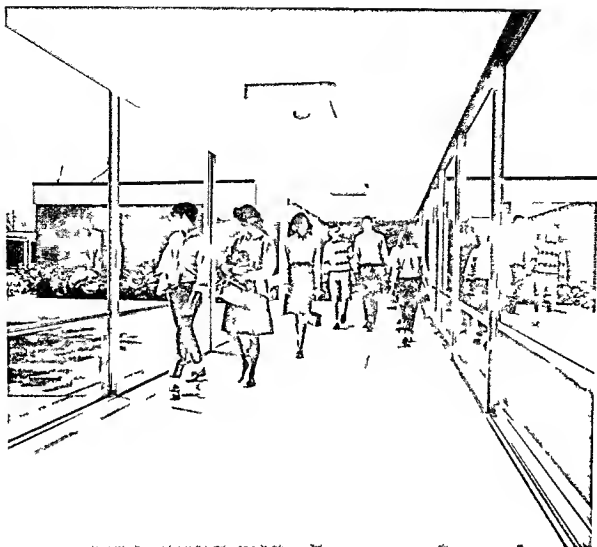


Figure 7-1 The space planned for home economics must reflect plans for the total school (Courtesy Libby Owens Ford Glass Company)

herself when she is confronted for the first time with the space allotted to the home economics classroom, or if she must plan new quarters, is, 'How will students best learn in this space?'

Planning Space

The space, to be well utilized must of course reflect a sound home economics program, but should also reflect the teacher's beliefs about space planning. Strong emotions can be generated by the manner in which space is used. It may spell freedom, comfort, inspiration, constriction, clutter, efficiency, among a host of other meanings. Space is not static. If it is well manipulated, it can actually create many environments and many different effects. In planning for new space or in utilizing existing space, think about how the space will look in bright sunshine, on dull days, at night, as a busy laboratory, for individual study, or for group activities. Space must be planned first and foremost for the function of program interpretation. Space is generally best used when flexibility is

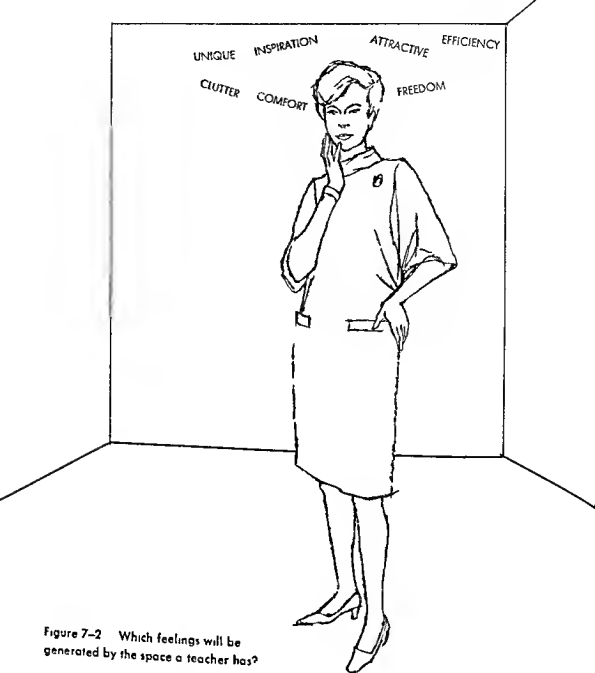


Figure 7-2 Which feelings will be generated by the space a teacher has?

stressed Will present plans allow for future changes of program emphasis? Space should be planned so that it can be contracted for certain purposes and expanded for others

Barrow ¹ suggests that there be space for a lecture-demonstration room In this area would be concentrated the technological aids as well as facil-

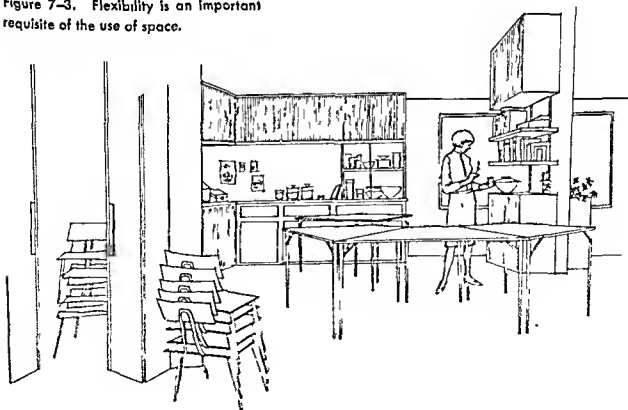
¹ Joseph M Barrow, "Facilities for Emerging Programs," *Contemporary Issues in Home Economics, A Conference Report* (Washington, D C Department of Home Economics, National Education Association, 1965), p 113

ities for demonstration. Space for activities such as food and meal preparation, clothing construction, laundering, a play school for small children in connection with child development units, social activities, and the like should be provided. If possible, some space should be provided for independent study. This might be in the form of carrels for individual listening, looking at filmstrips, slides or 8mm movie film; or for laboratory experimentation of a scientific nature. By means of flexible partitions large spaces can be made into small discussion or conference rooms, suitable also for committee meetings and other group enterprises. Above all, there must be a place with some degree of privacy for the teacher to work. Equipment and materials should be stored at or very near the point where they will be used.

Active learning-teaching situations must be correlated with the purposes of the home economics program before the actual utilization of available space is identified. Preliminary rough sketches can be made and refined later. One home economics department, planning new quarters, posted rough sketches on a bulletin board and every interested visitor was asked to make suggestions for the improvement of the plans. Many excellent ideas emerged.

An advisory council including other teachers in the system and other persons who have something to offer might be formed to work with archi-

Figure 7-3. Flexibility is an important requisite of the use of space.

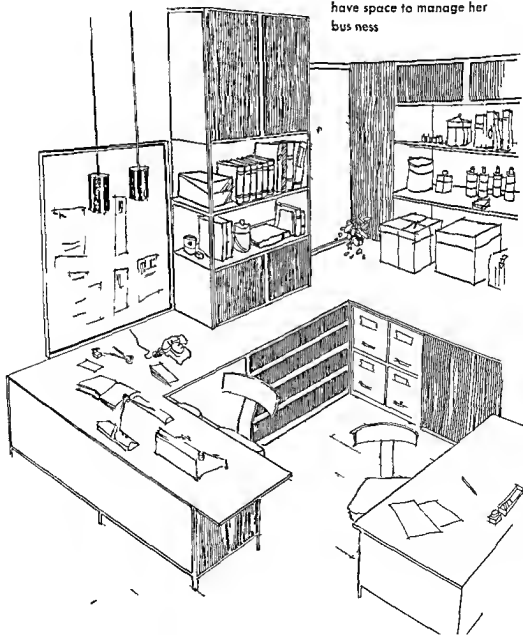


teachers and administrators. Throughout the planning process there must be continuous reevaluation of the proposed plans. The teacher must bear in mind that she must be so clear in her ideas and objectives that it is possible for the architect to interpret them easily and correctly.

The teacher should be prepared to answer the following specific questions:

1. What are the projections of future enrollment?
2. Will students be able to identify with the proposed surroundings?

Figure 7-4 A teacher must have space to manage her business



- 3 Will the proposed facilities require more than a minimum of maintenance?
- 4 Have advantages of windowless and windowed classrooms been explored?
- 5 How flexible are facilities and space?
- 6 Can traffic flow freely?
- 7 Can all areas of space be used to a maximum at all times?
- 8 How is space to be coordinated if there are a number of teachers in the department?
- 9 Do the proposed facilities provide for a wide variety of rich student experiences?
- 10 Do the facilities adequately demonstrate important aesthetic principles?
- 11 Has proper consideration been given to such factors as heat, light, safety, comfort, storage, and sanitation?

These are only a few of the important items that must be thoroughly checked before remodeling or building new facilities. The teacher may wish to decide whether the facilities reflect the economic status of the community. It seems sensible to have equipment that represents a wide range of possibilities to provide richer learning possibilities. In our mobile society, we cannot assume that any individual will forever remain within a certain structure.

MANAGEMENT OF THE ENVIRONMENT

In the process of controlling the environment, the teacher is required to make many decisions. Decision making should be considered not a chore but an opportunity. It is imperative that the problem be carefully defined. All too often teachers start looking for the answer before they have defined the problem. Alternative solutions should be developed and the most sensible one chosen. The process should be rational, not intuitive. The timing of decisions is a determinant of their efficacy, for decisions acted on too soon or too late may lose much or all of their effectiveness.

The Teacher As a Manager

One of the most difficult aspects of the environment to control is time. Some kind of comprehensive plan for the best use of time seems impera-

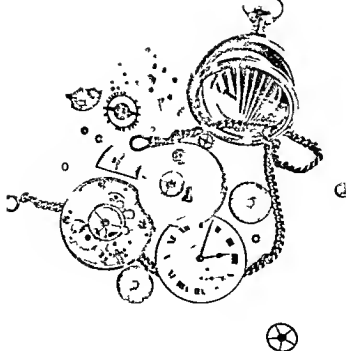


Figure 7-5 Does time seem to go to pieces? (AT&T)

tive An analysis must be made of what may be called fixed, semifixed, and flexible activities. In the fixed category are the inescapable daily routine activities such as sleeping, eating, dressing, taking class attendance, and so on. Semifixed activities are the tasks the scheduling of which is at least to some extent under one's control, for example, the preparation of a meal may be planned according to the family's routine. The flexible activities, usually leisure activities, can be scheduled as one pleases.

Time allotted for class and other work preparation should be geared to the idea of organizing for the greatest production with the least effort and tension.

Creative time is the reflective aspect of a teacher's work. One's achievement and satisfaction may suffer if generous time is not allotted for the development of creativity, which may be profitably spent experimenting with a new teaching method or evaluation device, or revising the teaching plan for a certain unit.

Here are a number of time stretchers that may prove helpful:

- 1 Do not postpone getting started. Much time is wasted by putting off tasks.
- 2 Do a job with zest because work is done more quickly when it is enjoyed.
- 3 Make use of all odd moments. Use little snippets of time here and there for reading, for writing a note, or similar productive

activities In an average lifespan, ten productive minutes a day will add up to a full year of productivity

- 4 Learn to conserve time by estimating how long it takes to do certain jobs Compete with yourself in an attempt to reduce that time
- 5 Keep priorities flexible by analyzing the jobs that require immediate attention Take care of these first and leave jobs that are not due until later
- 6 Delegate as many jobs as possible to other people, to whatever inexpensive services may be available, or to machines
- 7 Group similar tasks together, such as doing certain types of paperwork all at once rather than piecemeal At home, prepare lunch boxes while breakfast is cooking
- 8 Learn to do two things at once If a telephone call is delayed, do some job such as reading mail, making out a market order, or the like
- 9 Eliminate jobs or steps in jobs by examining what is actually done to determine if all of it is essential
- 10 Simplify jobs by being constantly alert to new and easier ways of performance
- 11 Routinize activities by developing a pattern for carrying out fixed duties and tasks
- 12 Meet deadlines Do not get into the habit of being late, for this in itself can cause tension and frustration
- 13 Look ahead in stages, for time seems more manageable if it is considered in units of a week, a month, or a year
- 14 Develop a time consciousness by installing an imaginary clock in your mind

Time is a resource that can be wasted or utilized well in the fulfillment of your objectives The future of home economics is in the hands of people who get things done

Management of People

All too often a home economics teacher does not effectively use the people around her as aids in controlling the environment It behooves the teacher to have a very clear cut notion of how students, for example, may be of assistance Students must not be exploited, but they can assist with routine responsibilities, for they are a part of the program They can help maintain supplies, filing, and bulletin boards, for example, and they can

hostess when there are guests. All the items necessary to keep the department in good order might be listed, then specific tasks might be assigned to the custodian, the teacher, and the students. It might also be well to establish standards for maintenance and how they shall be met.

Administrators can help save time. Some of the business of the department may raise questions that can be quickly answered by the principal. A guidance counselor may be able to give valuable suggestions on how to deal with a troublesome student.

People in the community also can render needed services. Mothers are generally willing to assist with field trips, and in many communities mothers act as volunteer teacher aides. In this way the parent becomes better acquainted with the school and with the home economics program in particular. Experts in the community can participate in certain classes bringing to them a wealth of information about their specialties that would not otherwise be available.

Management of the Department

Management of the home economics department may be considered in terms of a number of processes. The first might be called *identification*. A teacher must know all her students, something about their backgrounds, their problems, their abilities, and their habits. She must of course be familiar with other teachers and the school's administrators.

In the *control* process, authority in various situations is defined, the teacher bringing her students to understand what roles they are to assume and what rules and regulations shall govern. Related to this is the process of establishing *standards*, in the course of which students are made aware of what is expected of them and what the steps to achievement will be. A high value on neatly written papers, well spoken reports, efficiently organized laboratory projects, and the like are the hallmarks of good management.

In the management of a department the teacher must give serious consideration to the ways in which she will manage communications between herself and her students and their parents, other teachers, and interested people in the community. These lines of communication should be kept open and fluid. Reaching people means more than just talking to them; it involves appeals through technological aids, display aids, written memoranda and reports, and the use of mass media.

A number of tasks may be described as the business of the department, all have a bearing on its environment. The major items include the following:

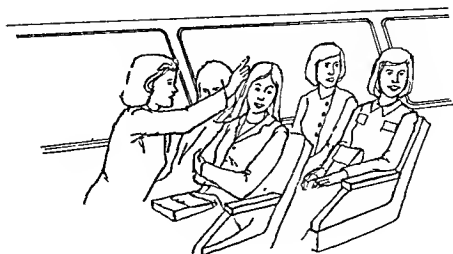


Figure 7-6. Mothers may assist in many ways.

- 1 Correspondence relating to the activities, program, and equipment of the department
- 2 Telephone calls, such as market orders and requests for repair of equipment or the assistance of resource persons in the community
- 3 Records of attendance, report cards, and student files
- 4 Departmental budget, which includes planning and accounting of expenditures
- 5 Reports to school administrators and state, county, and local supervisors
- 6 Filing of instructional materials, guides for the use of equipment, and budgetary items
- 7 Instructions concerning lesson plans and the general organization for the guidance of substitute teachers, or for a new teacher
- 8 Opening the department in the fall and closing it in the spring for the summer
- 9 Inventory of equipment and plans for equipment replacement
- 10 Planning recruitment and public relations programs for the department

THE PSYCHOLOGICAL ENVIRONMENT

The least tangible aspect of the classroom environment is frequently called "the climate," defined as the manner in which teacher and students express their attitudes, their feelings, and their enthusiasm—or lack of it—in the day's work. It behooves the teacher to make a careful analysis of how she might produce a desirable climate for learning. The key concept involved is discipline, a concept that, unfortunately and incorrectly, has come to be equated with punishment. For the purpose of this discussion, let us accept the classic meaning of *discipline*, a concept derived from the Latin word *discere*, to learn. The learner was known as the *discipulus*, a disciple. In the broad sense, *discipline* implies self-control, a product of learning. Each student, by his own will, must be able to regulate his own behavior. Self discipline does not emerge as a result of outside force or threats of punishment, rather, the teacher must consider the many ways in which children can be educated so that they will develop this important self control.

Education cannot proceed without discipline, students need it and they expect it. Youngsters are happier and more productive if they know and

understand the regulations governing their situation. Students gain a sense of security when they learn that consistent rules are important for effective group learning. Only when a child has some basis for judging the rightness or wrongness of his behavior can he really accept the rules of the setting.

To maintain a well-disciplined class is not easy, particularly when the teacher may be faced with students who vary greatly in capacities and interests, who have serious personal and social problems, or who are handicapped by the lack of such fundamental skills as the abilities to read and write with facility. Classes may be large, classrooms ill equipped. Class periods may be short. These and many other factors may discourage student-directed control. The wise teacher faces these problems realistically, and tries to solve them.

The Classroom and the Teacher

The setting for good discipline is an inviting place in which to work and to learn. A pleasant and workmanlike atmosphere may be induced by plants or flowers, curtains on the windows, pictures, prints of famous paintings that depict some aspect of home and family living, an interesting mobile, colorful displays on the bulletin board, books, a corner in which to perform experiments, magazines, a comfortable chair, even a rocker. It matters not whether the school is old or new. A teacher starts with an initial advantage if her classroom is pleasant.

A disorderly room is not a desirable psychological environment. This does not imply that a teacher must be compulsive about neatness, but the idea of a place for everything and everything in its place has real merit. The teacher who cannot find a particular piece of equipment for a demonstration or the filmstrip for the beginning of her lesson is off to a bad start. She should check before the class begins to make sure all of the necessary items are readily available.

The climate of a classroom consists of many intangibles. A teacher should begin an evaluation of discipline by taking a good look at herself and her classroom. The teacher who is firm, sensitive, confident, pleasant, humorous, well-groomed, and relaxed will encourage similar attitudes in her students. If she is fatigued, fidgety, cross, sad, angry, afraid, uninterested, or prejudiced, she can be assured that students will soon reflect similar outlooks. An atmosphere in which students sense permissiveness tempered with restraint contributes to maximum work output.

The teacher should have a constant awareness of students. She must recognize that they are immature in many ways but are learning to be

increasingly responsible. Understanding that their behavior is not static is imperative to good classroom management. The same students may at one time be well behaved, quiet, and industrious, yet a moment later be troublesome, belligerent, talkative, thoughtless, indifferent, or slow—alternating their patterns of behavior within short periods of time. The alert teacher is prepared to meet all these situations. A teacher will be more effective in group control if she knows each student and her problems, the groups or cliques within the class, and student capacities for leadership. She must be familiar with small group techniques, such as committee work and the like, so as to aid students in moving at their own pace.

Some Specific Suggestions

Experiment with various techniques. Get ideas from other teachers, from reading and from observation. Develop some unique measures. Touching a finger to the lips may stop two students from unnecessary talking. Talking in a whisper or a low tone may attract attention more quickly than shouting. A stern look or a shake of the head can be very effective at times. A timely humorous remark has saved many a situation. Experiment with the pause.

Having a positive attitude is helpful. Finding something good in the work of a student will encourage her, and she may become less of a discipline problem, for discouraged students have less interest in self-discipline. Give them the feeling that they are respected and liked. Interest in activities and problems can generate a warm feeling between teacher and student, promoting classroom control.

Voice can be an asset or a detriment in classroom management. If it is pleasing and well modulated, students enjoy hearing it. The high-pitched, raspy, whiny, or unpleasant voice may cause them to lose interest, even rebel.

The seating of students can help or hinder classroom control, special attention must be given to those who have sight or hearing problems. Also, students must be seated comfortably. Sometimes it is helpful to permit students to sit where they please at the first session so cliques and isolates may be identified. Later, rearrangements can be made if they seem necessary. A seating chart is helpful in learning the names of students and the sooner their names are learned, the sooner the teacher can work with individuals rather than faces.

Certain classroom logistics must be organized. In foods and clothing laboratories, students must secure their supplies by some system. Ranges,

sewing machines, and other equipment should be in good working order. Checking supplies and equipment for each class session (when the teacher arrives at school in the morning or the afternoon before) is valuable. During any period, students can perform many jobs as assistants. Think about each lesson, what is needed, how it will be supplied, and who will take the responsibility of supply. If the classroom is shared, the chalkboards should be cleaned and the room left in order for the next teacher.

Home economics teachers are often concerned about the amount and kind of talking or free discussion permissible in a laboratory class. A certain amount of noise is unavoidable. However, when the class becomes too noisy, it can usually be brought to a more reasonable pitch if the teacher talks over the noise of the group to secure everyone's attention, then gradually lowers her voice. Another method is to talk to one group of students in a quiet, matter of fact tone, move on to the next group, and repeat. After two or three groups are redirected into more moderate channels of expression, the rest become less noisy. It is a characteristic that the louder a group becomes the more strident tones they must use in order to hear themselves. The teacher simply reverses this spiral. Discipline problems arise even in the best classes. Fit the control measure to the type of student. A look, a nod, or talking in a friendly manner may be appropriate.

The nature of activities in a home economics classroom requires freedom of movement. The use of many pieces of equipment and various supplies for effective teaching offer temptations for fun and sociability. Crowded seating and forced awkward use of equipment may discourage a student and cause problems.

In planning a lesson, give emphasis to a change of pace. Successful teaching is flexible. When interest lags, it may be fruitful to change to another activity. When a teacher is uncertain about what course of action to take, it may be wise for her to do nothing until a reasonable procedure occurs to her—sometimes an obvious prank is best ignored.

Certain devices should be avoided. Group punishment is one of them. To punish all for the sake of a few cannot be justified. Using sarcasm or ridiculing a student is unkind, another questionable procedure is to threaten students with poor grades if they misbehave. Neither tactic results in student self discipline or encourages learning. Giving after-school work as a punishment is undesirable, too for it may lead to a dislike of a particular subject. Furthermore, it defies the principles of learning. Urge students to share in the establishment of regulations and

the penalty or procedure to be followed when infringement occurs. Group standards become much more workable and promote rapport in the classroom.

Having students write their own reports of misbehavior may be helpful in later presenting the matter to the principal or parents. Serious problems should of course always be discussed with the principal. He may be able to assist by giving suggestions that will be useful in the immediate situation and later on in avoiding similar incidents. If possible, keep some type of record about students who seem troublesome, for they may have emotional or other problems.

Suggestions for Further Learning

- 1 Read from among the following references
 - Dalrymple, Julia, and Rita L. Youmans "Space Utilization for Learning in Home Economics," *Journal of Home Economics*, Vol 55, No 2 (February 1963), p 94
 - Proceedings Space and Equipment Workshop for High School Home Economics* 1962 Obtain from Chairman, Department of Home Economics Education and Extension, School of Home Economics, University of Wisconsin Madison, Wisconsin
 - What specific suggestions might be offered so that space would facilitate decision making, better human relations, comparison making, pursuit of objective inquiry, and value challenging?
- 2 Examine some of the following literature on the planning of entire schools. If the space allocated to home economics is to be coordinated with general plans, what are some important points to emphasize in planning these facilities?
 - Chapman, Dave *Design for Educational TV* New York Educational Facilities, Inc., 1960
 - De Bernardis, Amo (ed) *Planning Schools for New Media* Washington, D C US Department of Health, Education, and Welfare, 1962
 - New Spaces for Learning* New York Educational Facilities, Inc., 1962
 - "The New School," *Audiovisual Instruction*, Vol 7, No 8 (October 1962), entire issue
- 3 The management of laboratory classes presents special problems in teaching home economics. Read from among the following articles, add

ideas of your own, and plan six or eight frames for a filmstrip highlighting important points for laboratory management

Mills, Jane "Organization in the Food Lab," *Forecast for Home Economics*, Vol 5, No 2 (October 1960), p 43

Mills, Jane "Organizing Your Clothing Lab," *Forecast for Home Economics*, Vol 6, No 6 (February 1961), p 45

Shepherd, Ardel "Making Maximum Use of Equipment," *Forecast for Home Economics*, Vol 6, No 7 (March 1961), p 26

Stringer, Vergie Lee "Making Minutes Count in Clothing Classes," *Forecast for Home Economics*, Vol 8, No 6 (February 1962), pp 17-19

- 4 If choices were unlimited for equipment for use in home economics classrooms, or if you could invent something new, what suggestions would you make for each of the following

Multipurpose equipment—indicate uses,

Portable equipment,

Equipment that might be rented,

Space and equipment for group work,

Space and equipment for individual work

- 5 How might the following be facilitated?

Cleaning and storing equipment for summer,

Use of home economics space for other purposes,

Use of space by more than one teacher or adult teacher for night classes

- 6 Magazines for businessmen frequently can be sources of excellent ideas for improved department management Read the following pamphlet and discuss practical suggestions you gain

"Three Steps to More Skillful Management Managing Yourself, Managing Your People, and Managing Your Business" Washington, D C *Nation's Business*

Note the clever illustrations highlighting important points Consider ways in which these illustrations might be used to help students to manage better

- 7 Develop important concepts in relation to classroom management The following references may be helpful

Carboni, Remo "Discipline," *Grade Teacher*, Vol 77, No 7 (March 1960), p 42

"Discipline," *NEA Journal*, Vol 47, No 7 (September 1958), pp 1-16

Kline, Joseph A *Classroom Management*, Instructor Handbook Series Dansville, NY F A Owen Publishing Company, 1960

"Quality Quotes" Newsletter of the Central District Vocational Home Economics Section, Indiana Department of Public Instruction, reprinted in *Forecast for Home Economics*, Vol 75, No 7 (September 1959), p 96

"To Help You Understand Discipline," A special section, *Grade Teacher*, Vol 48, No 8 (April 1959), pp 51-101

- 8 Read the following reference Note especially the suggestions for multipurpose uses of a single space, planning the general physical environment and other important points Give your reactions and additional suggestions

Taylor, James L, and Johnie Christian *Planning Functional Facilities For Home Economics Education* Special Publication OE-83015 Washington, D C Office of Education, 1965 Obtain from Superintendent of Documents, U S Government Printing Office, Washington, D C , 20402

Teaching Methods and Techniques

EVERY TEACHER wants to be proficient, and in home economics the need for proficiency has never been greater. Most discussions of teaching methods have emphasized the role of the teacher. However, the involvement of the learner is really significant. When student involvement is low, educational effectiveness is reduced. In choosing appropriate methods, the teacher must bring to bear her knowledge of human behavior, group processes, motivation, communications, and human relationships. Not only is knowledge, skill, understanding, and appreciation of home and family living of great importance. The creative teacher must also recognize her influence on the minds, human qualities, actions, attitudes, and personalities of her students. This is an almost overwhelming responsibility, and methods cannot be taken lightly.

SELECTION OF METHODS

Teaching will be more interesting to teacher and student alike when the teacher employs a wide variety of methods. For example, she may

begin a lesson with a demonstration, following that with a discussion or laboratory period. Whatever the methods she chooses, they should meet the following criteria:

- 1 Is appropriate to the maturity of the students,
- 2 Can be used with confidence,
- 3 Is suitable to the particular objectives of the lesson,
- 4 Can be adapted to student needs, problems, interests,
- 5 Gives opportunity for students to share in goal setting, learning experiences, and evaluation,
- 6 Permits flexibility in planning,
- 7 Provides for individual differences among students in learning, in capacities, or background,
- 8 Implements a democratic philosophy,
- 9 Provides for cooperative effort or group work,
- 10 Gives students an opportunity to inquire, to analyze, to explore, to be active, to create, and to initiate,
- 11 Furnishes an opportunity for the teacher to observe students' progress

*The Ohio Teaching Record*¹ suggests that methods of instruction be evaluated in terms of the focus of attention during teaching. They are listed as (1) methods that usually focus attention on the teacher, (2) methods that ordinarily focus attention on the teacher and an individual student, (3) methods that generally focus attention on group activities, and (4) methods that bring the student into a tutorial relationship with an emphasis on privacy. There is an assumption that a variety of these focuses of attention is needed in instruction.

METHODS FOCUSING ON THE TEACHER

The creative home economics teacher who studies and experiments with methods in order to provide more fruitful involvement of students soon learns that there are occasions when learning is better facilitated by one or another method that centers attention on her.

¹ *The Ohio Teaching Record, Anecdotal Observation Form* (Columbus: Ohio State University Press, 1945).

Demonstration

The primary function of a demonstration is to show something—any thing from sewing a button on a boy's shirt to a flannelboard illustration of the steps in buying a house. A demonstration generally involves manipulation of tangibles, but it can also be used for an exploration of such intangibles as the effect on others of one's moods, facial expressions, or postures. Since the advent of closed circuit television, interest in this method has increased considerably.

The subject of the demonstration must be linked to the concerns of the audience, which may consist of students in the classroom, an adult

Figure 8-1 The demonstration method may be used with community groups as well as in the classroom. (Courtesy *Seventeen Magazine*)



class, parents and visitors to an open house, or members of a club in the community. Demonstrations might include a comparison of flameproof fabrics and untreated fabrics, how to introduce one's friends to parents, how to register in a hotel, shortcuts in food preparation and clothing construction, novel ways to use mixes, and simple refreshments to serve boyfriends. Everyday problems can be dramatized through a demonstration. If preparation of an adequate breakfast appears to be a problem, the demonstration might be of how to prepare a tricky breakfast in ten minutes. Or a teacher might capitalize on the latest fad by showing some worthwhile adaptations of it to personal or family life. Catchy titles such as 'Snacks on a Shoestring,' 'Dessert Magic,' "Save and Sew," "Get that Expensive Look," or "What's Your Stage Setting?" spur interest in demonstrations.

Demonstrations require careful planning. The steps in the procedure should be outlined in detail, and equipment and actions suited to each step. The demonstration should be arranged so all will be able to see it. Lighting and seating should be checked to that end. Practice of the demonstration may be desirable. Timing is important—the demonstration may last five minutes, or an hour, but know in advance the time that each step requires. Plan a good beginning to capture interest promptly. Have a logical, step-by-step presentation. Be sure that the audience understands the points being made. Encourage questions, and summarize from time to time. Keep standards high so that students will have good guidelines for their own performance.

Students often can assist the teacher with her demonstration, and can plan and give demonstrations of their own. Sometimes a team is effective, one group doing the demonstrating, the other providing the commentary. Personal development can be enhanced when demonstrations contribute to an individual's poise, knowledge, and ability to think logically. The disadvantage of demonstrations is that they take a long time to prepare.

Lectures

The teacher may occasionally wish to present in lecture form an overview of a topic for which there is little material available for students to research on their own. This method is used more frequently when a resource person is brought into the classroom. A lecture is generally followed by questions from students so some interaction takes place. The danger of using lectures is that the subject may not be of equal interest to all students and opportunity for interaction is limited.

Readings and Storytelling

As a modification of the lecture method, the teacher may read to the class. To be of value, the reading must be well done. A teacher may read a short newspaper item, for example, on prices, on a family situation, on a social problem that has implications for personal or family living, or any similar topic that can be developed by the class. Telling or reading short stories about child development, family life, and decision making can be effective. Resource persons with unusual competence might be asked to assist. One teacher read short excerpts of poetry highlighting mother-child relations, and students were asked to select from among the ideas presented those that were most in agreement with their own.

Assignments

Assignments are usually teacher centered, although under certain circumstances students may share in planning them. The role of assignments in the teaching-learning process is a neglected area in educational literature, but educators agree that assignments that are vague, uninteresting, indefinite, and unrelated to the class activity contribute to students' failure to learn. A stimulating assignment, however, is recognized as an integral step in the realization of educational objectives.

The purpose of an assignment is determined largely by the goals a teacher has in mind. She must decide if the emphasis is to be a mastery of facts, memorization, or a stimulation of thought, concepts, generalizations, principles, or interrelationships. For example, will students be expected to memorize the foods in the four groups in the daily food guide, or will the teacher provide experiences for them to determine the adequacy of their own diets according to this guide?

One far-reaching purpose of assignments is the release of the creative potential of teacher and students alike. An assignment may be related to ongoing class activities with special emphasis on student interests, needs, and concerns. A good guideline is, "Will this assignment contribute to student growth and development?" Students might be challenged to gather information about something in which they are interested, say, the best way to buy a secondhand car or the principle that explains a chemical reaction. Other projects might include studies of ways to gain peer approval, how to arouse interest in a community project, or how to solve some problem involving money management. Assignments can be planned to plumb students' social sensitivity. Are they aware of the impact their

activities and ideas have in their homes, their community, and the world at large? Does a student realize how her desire for a costly dress may affect her family's finances? If a girl is college-bound, is she concerned for those who do not go to college? Are students aware of the possible influence on their own lives of the traditions, values, and ideals of adolescents in the developing countries of Africa?

Planning the Assignment

The end of assignment planning is the determination of ways and means of realizing the desired objectives. Continuity of assignments with ongoing coursework is important, and students should be aware of the bearing each assignment has on the realization of class goals.

One of the most serious complaints about assignments is that they are dull and similar. Must they be confined to "read" and "write"? How much more exciting it is to survey, interpret, analyze, interview, visit, look, make, solve, categorize, listen, experiment, explain, imagine, select, plan, develop, prepare, outline, think, serve, help, dramatize, or display!

Different levels of student achievement must be considered: will the same assignment suffice for all, or should an effort be made to meet the needs and interests of students of differing talents and abilities? Some teachers accomplish this goal by indicating the range of scope and depth of an assignment so that students can estimate the degree of their accomplishments. Does an assignment take into consideration the diversity of social, economic, and cultural backgrounds represented in the class? By encouraging students to assist in planning assignments there is a greater likelihood that these distinctions will be recognized and accommodated. Offering students a choice of approaches to meeting an assignment is a good way to accommodate individual differences. On an assigned study of parent-student relations, for example, one girl may read about the recommendations made by authorities concerning adolescent-parent relations while another might prefer to interview a number of parents and students, presenting the results in a report to the class. Others might paint pictures, draw cartoons, write songs, or use other creative ways to highlight feelings and thoughts about parents. For the ambitious or bright student, supplementary experiences may be suggested or encouraged. This might involve additional reading for a purpose, preparing certain aids such as charts, tables, or slides that sharpen principles or concepts, or exploring in depth a particular facet of the assigned problem.

Some teachers find it helpful to indicate to their students the difficulty of the assigned books and other reading materials, rating them on some

scale ranging from the simple to the complex. Sometimes students themselves may be asked to rate the difficulty of their reading sources. The teacher should utilize an abundance of resources to enrich learning, and the availability of resources is highly important in planning assignments. An inventory of the school and the community is helpful, as is an assessment of those within the student group.

Assignments must be planned so that there will be evidence of achievement. The teacher should note in advance the kind of behavior she expects to observe as indicative of progress; students might well assist in this process. If planning has been careless, neither the teacher nor the student may be able to clearly demonstrate what has been accomplished.

Making the Assignment

The teacher making an assignment should keep a number of points in mind:

- 1 Clarity and conciseness are imperative. Students should be given limits and bounds within which to work, for overpermissiveness often leads to frustration.
- 2 Allow sufficient time to resolve questions, to arrange necessary committee work, and for explanation adequate enough that all students understand the assignment and the performance standards expected of them.
- 3 Be considerate. Refrain from making assignments that might interfere with major school events.
- 4 Whenever feasible, integrate the work with that of other courses, such as English, social studies, or science.
- 5 Do not overload students for the sake of being impressive.
- 6 Avoid many, small, fragmentary assignments. Periodic summaries of progress may indicate a need to reorganize plans.
- 7 Assignments may be made at any point in a lesson, according to need or student interest.
- 8 Students should be encouraged to devise some plan for keeping track of their assignments; notebooks are excellent for the purpose.

Resources for Assignments

Ideas for assignments can be derived from a variety of sources, including state and local curriculum guides, professional magazines, profes-

sional meetings, educational books and other types of literature, guide books accompanying textbooks or films, and filmstrips. Elementary education magazines often give creative ideas that can be adapted to higher levels of student maturity. An exchange of ideas with other teachers and students is also helpful.

METHODS FOCUSING ON TEACHER AND A FEW STUDENTS

There are occasions when learning can best be fostered through a method that centers attention on the teacher and one student or a few at most.

Interviews

For a change of pace, the teacher might interview two students who hold differing opinions on a topic of interest to the entire class, for instance, in a senior class studying preparation for marriage, selected students might be asked their views on the most important characteristics in a husband (or wife), the kind of job a husband should have, whether or not a wife should hold a job, attitudes toward in laws, and how much income is necessary for a married couple. Answers to these questions might serve as a prelude to a planning session on the topics to be covered in the unit.

Instead of having a resource person or an expert in some area of home economics lecture to the class, it might be more interesting to have the teacher and several students interview the personality. They might simulate a radio or television panel interview, first studying such programs to see how they operate.

Student Reports

Students engaged in individual or group projects must be given opportunity to report on them and they should be helped to make their reports interesting. The preparation of reports is valuable to students because they learn to organize thoughts and activities, they become familiar with the use of resources, they strive for originality and to present ideas in an interesting manner, and they develop poise and self confidence. Unless one's students have a flair for the dramatic, however, the reading of reports by their authors to the class should be discouraged.

Figure 8-2 The interview has possibilities for analyzing a common concern



The use of flipcharts, slides, cartoons, photographs, chalk talks, or other enlivening devices should be encouraged

Standards for oral report evaluation may be established by the class. The teacher may assign several students to evaluate the report of a classmate. Their identity should be unknown to the reporter so they will analyze freely. The teacher can incorporate their observations in her own evaluation. A report may also take the form of a tape recorded interview with an authority.

sional meetings, educational books and other types of literature, guide-books accompanying textbooks or films, and filmstrips. Elementary education magazines often give creative ideas that can be adapted to higher levels of student maturity. An exchange of ideas with other teachers and students is also helpful.

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at intervals. This is appropriate for setting the stage for a discussion of personal or family situations.

In all these techniques, only the teacher and a part of the class are directly involved, but the entire class may participate in subsequent discussion.

DRAMATIC METHODS FOCUSING ON GROUP EXPERIENCES

These methods emphasize the group, and the individual has a chance to relate himself and his needs and interests to the problem under study. The dramatic presentation is an appealing method that can be very helpful to the busy home economics teacher. Most important, students enjoy learning by this method. The dramatic methods include role playing, pantomime, playlets, and skits performed by live actors perhaps with masks, or by puppets or marionettes. Students should suggest the situations to be dramatized.

Role of Observers

Dramatics of any kind are of little avail unless the audience, too, feels that it has a part. Students should be prepared to give constructive criticism of the actors and the action. Certainly the group will want to discuss the presentation in the light of their own problems and interests, and may want to offer other approaches or solutions to the situations presented.

Plays and Skits

The situation to be enacted must be appropriate to the age and interests of the students. For example, filmstrips from the Institute of Life Insurance² present interesting situations but leave the solutions for the group to find. Review questions can be dramatized—pairs of students could be given one question each to answer in a dramatization of their own invention using any of the dramatic methods. Minute dramas highlighting important points in home economics, such as home safety, planning home furnishings, or getting along with younger brothers and sisters, might be enacted by couples selected from the class. Many stage plays include excellent scenes highlighting some aspect of personal or family relations. Students might be assigned parts from them to read aloud.

² "Directing Your Dollars" and "Dollars for Health," filmstrips that may be borrowed or bought from the Institute for Life Insurance, 488 Madison Avenue, New York, N.Y.

PANEL DISCUSSION, SYMPOSIUM, FORUM, AND COLLOQUIUM

A *panel*, sometimes called a roundtable discussion, consists of three to six persons expressing their opinions on a problem that is of interest to the class. The problem is first clarified, then members of the panel react to it spontaneously. Panel members must articulate easily and freely or the panel will be dull. Either the teacher or a student may perform the role of moderator, but the success depends largely on skill in eliciting participation of all members. The panel is more stimulating if the panelists hold different points of view. Panel discussions provide an excellent experience for students to think quickly and to express themselves well. The class is usually interested because they do not have a clue as to what will emerge from one minute to the next. The disadvantage is that important points may be left uncovered, organization may be poor, and more opinion than fact may be voiced.

The *symposium* is comprised of several speakers who present different viewpoints on a subject but who do not interact. A class discussion may follow, however. The advantage is that differing ideas or practices can be presented in a short period of time, and like the panel discussion, the symposium offers students excellent experience in thinking and public speaking. The chief disadvantage is that the speakers must limit their presentations to a narrow range or the presentations are not likely to be done well.

The *forum* is a debate among two or more speakers taking opposing viewpoints of a subject. The speakers must be well informed to maintain interest. The forum provides an opportunity to examine controversial aspects of a topic. The chief disadvantage of it is that the speakers may give only superficial consideration to critical issues.

A *colloquium* consists of two panel groups, one of resource persons, the other of students, both of which function in the presence of the class. The student group asks pertinent questions of the resource panel on a controversial or lively topic of interest. Either a student or the teacher can be moderator. The colloquium can cover considerable ground, gaining information that might not otherwise be available. The disadvantage is that the resource persons may disagree on various points or may become too technical for students. Finding competent persons for the resource panel may present a problem.

Closely related to these techniques is the *situation panel*. This may include some role playing, an overview of a case history, a vignette of fiction, or a dramatic reading. A commentator may inject suitable remarks

she wears a mask. Making them is good creative activity. Masks can be made of *papier mache* or cloth. Wigs of yarn or string mops can be made to suggest a young or old man or woman. Situations can be built around a family's activities or relations. Masks can be made to represent the members of a family—father, mother, children, grandparents, and other relatives, even neighbors.

Puppets

Puppetry has been used to great advantage with all age groups to dramatize situations of many types. This dramatic device enables a forceful presentation of ideas and feelings without undue labor on the part of teacher or students. It offers unique possibilities for stimulating creative activities, for gaining new insights about students, and for vitalizing group discussions. One of the outstanding values of using puppets is the freedom it gives students, for talking through a puppet gives freedom to express thoughts and feelings that might be stifled in class discussions. Not only do the students who participate in the presentation profit, but the other members of the class respond to the action.

Puppets can be of the simplest to the highly elaborate. They may be classified as hand, fist, or finger puppets, and marionettes, or string puppets, which are manipulated by means of strings. Shadow puppets are managed behind a screen that is lighted from behind, the puppets appearing as silhouettes.

Puppets can be made from simple materials. Heads can be constructed of *papier mache*, modeling clay, rubber or plastic balls fitted over a strong cardboard cylinder to fit the index finger loosely, paper bags, even vegetables—carrots, apples, or potatoes with holes bored in them to fit the index finger. Hair can be made of rope, yarn, fur, steel wool, or pot scrapers. Facial features can be indicated with buttons, old jewels, pipe cleaners, or they can be painted on. Dresses or blouses are usually cut kimono style, and may be decorated according to student fancies. A hat, special ornament, or coat could be made the highlight of a characterization.

Create a Puppet Community

Students should make their own puppets, if that is possible. Every home economics department might well boast a puppet family of parents, grandparents, and children of various ages, even puppets depicting such community characters as the grocer, a department store clerk, and a police

Directions must be adequate, but spontaneity and creativity of production should be encouraged. Rehearsing should be eliminated or kept to a minimum. The teacher should terminate the performance when action seems to lag. Only a few students should act at the same time. If the use of dramas is new to the group, select the more poised, adaptable girls for the first few sessions, then work in the more retiring ones in minor roles until they have gained confidence. All students should eventually be given a chance to participate if this method is to be truly helpful.

Props for Playacting

Props highlight a character or a setting. Hats, a shawl, a cane, an apron, a toy telephone, spectacle rims, a telegram, a toy, a letter, and similar articles can be used with imagination. Roles can be assumed more realistically when students can wear something appropriate or hold an article in their hands. Laboratory equipment may also be used effectively.

Chairs As Stage Settings

In a setting suggesting the corner hangout, the school cafeteria, a bus, a car, or an athletic event, two girls might discuss the problem of their parents being too strict, how they lack interesting boyfriends, or ways to earn money. Another situation might dramatize a boy and girl who are not having a good time at a school party. A mock telephone conversation can be portrayed by placing two chairs back to back, a small distance apart. A high school girl might be calling her mother to ask if she can buy a sweater she saw in a shop window, or a boy might be phoning home late at night to explain why he has been delayed.

Pantomime

The ability of students to express themselves can be broadened when they must act without talking. Schoolbus etiquette can be demonstrated in this manner. How to do homework, the steps in baking a cake, how to put a hem in a skirt, or the use of vacuum cleaner attachments might be demonstrated through pantomime.

Masks

Masks have many possibilities. One of the more important values of this device is that the shy student seems to have more confidence when

Role Playing

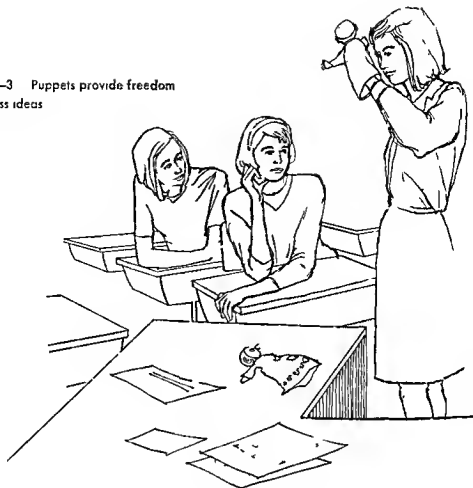
Role playing is a dramatic method that seems to have unusual possibilities in home and family life education. Role playing does not mean playacting or impersonating, in the sense of acting in a stage production. It is, rather, a free situation in which the role player spontaneously performs what she feels and thinks about a given role under specific conditions. Action should never be rehearsed. Action should be terminated before it becomes tedious, when the possibilities of the role seem to have been exhausted by the role player. Students differ considerably in the ability to interpret roles. The interrelationships that various individuals of the household assume in personal, social, and family living can be examined deeply by this technique. For example, those who hold the roles of husband and wife, father and mother, child and parent may also hold the roles of host and hostess, nurse, manager, buyer, provider, homemaker, consumer, and companion, among many, many others. Almost any role can be explored by students.

There are a number of important steps involved. The interest of students is aroused and their desire to participate is stimulated by a warming-up process. To illustrate for a home situation, a student may be asked to describe a room she imagines herself to be in, its furniture, and its relation to the remainder of the house.

The class may appraise one another's role playing, suggesting alternative interpretations. There should be opportunities for role reversal or exchange, in which participants take the part of another in a similar setting. A deeper appreciation of the other fellow's role may result, particularly when an adolescent plays a parent or a student plays the role of teacher.

In connection with a study of home management, a student could interpret the role of a homemaker on cleaning day and the complications she encounters: her husband's dirty ashtrays, pools of water left by the children in the bathroom, and a rug-making mother-in-law settled in the living room. The entire class should analyze the interpretation. In a class studying nutrition, a student could play the role of a mother who has to listen to her family's comments about food. In consumer education, pairs of students could undertake the roles of a clerk and homemaker in a buying situation. In home nursing, the conduct of persons during crisis might be examined. In child development, the many roles of a mother or father with their children may be explored. In clothing, a student could portray a discussion with her mother about what dress to wear to a party.

Figure 8-3 Puppets provide freedom to express ideas



man With such a puppet stock company, an extensive repertoire of puppet plays could be developed.

Use of Puppets

In connection with a discussion of family situations, student puppeteers might wish to portray incidents relative to the sharing of homemaking responsibilities among family members, the turmoil associated with weekday morning breakfasts, or the entertainment of difficult guests. In connection with a study of consumer education, the dramatic action might develop around the return of merchandise to a store, an unwise purchase of clothes, the temptation of bargain basements, or a bride's planning of home furnishings. Similar situations may be developed around the harassed adolescent who never has time to spend with her family, or mother daughter conflicts over homemaking standards. In a unit on clothing selection, the problem of a mother reluctant to let her daughter choose her own clothes could be acted out. In nutrition classes, puppets might be used to dramatize the effects of undesirable eating habits, the choice of between meal snacks, or the planning of a meal for a family with many food dislikes.



Figure 8-4. Students might experiment with ways to use a paper fabric (Courtesy Home Economics Department, New York University.)

Work schedules must be planned carefully, for class periods are short and there will be much to be done. Committees for cleanup, replacement of supplies and equipment, and other laboratory tasks must be appointed. Students will require some instruction in safety and ways to guard against accidents or other hazards. A period for evaluating the laboratory experience in relation to accomplishment, for formulating generalizations and to discuss the application of principles is necessary.

The advantages of the laboratory method are several. Students are generally enthusiastic about it, for it is an opportunity to try out specific learnings in a realistic situation. Students can see the results of their errors. They develop the ability to work with others, to plan effectively, and to apply objectively the principles and generalizations they have learned, and the teacher can observe which skills and what knowledge of the use of equipment need strengthening.

Unfortunately, laboratory work is usually expensive, owing to the relatively high costs of the equipment and supplies required, and often is difficult to supervise. Moreover, it is difficult to allocate work so that all students have equally challenging jobs and experiences. Unless well organized, a laboratory period can result in much wasted time.

Through role playing students are brought into close relationship with life situations and are at least somewhat prepared thereby to meet real problems with realistic solutions. They are helped to overcome self-consciousness and learn to adapt themselves gracefully to various situations. Roles are not static, and a broader understanding of them should emerge. They vary from person to person, place to place, and circumstance to circumstance. Students will have an opportunity to evaluate their adequacy, and the teacher gains valuable insights into her students' range of information, resourcefulness, and ability to adapt what she knows to new situations.

OTHER METHODS

Laboratory Method

The problems presented to students in the laboratory should be confined to unusual or complex problems that cannot be worked out with simpler techniques. Opportunities are provided for decision making, problem solving, experimentation, and research. Almost every area of home economics can provide opportunities for laboratory experiences. In a laboratory session, students can work individually, perhaps experimenting with some locally plentiful food or testing an original recipe. In a clothing class students can experiment with ways to use paper fabric. In one such class a student used the pinking shears for the edge of a paper apron, while another pasted rickrack on a sunsuit, and a third made a hat to wear for gardening. In a consumer project each girl could select an article of lingerie, a food product, an item of her school supplies, or a household article, then do comparative shopping for it in different stores, comparing brands and packages. She might do some type of testing on the article for usability, performance, unit cost, and so on. Similar projects might be carried out on household equipment by comparing and testing small kitchen utensils or appliances.

Laboratory experiences should be planned so that students will work with materials, ideas, people, or processes. In addition, this method provides excellent practice in the application of principles and generalizations, and the execution of plans. It also strengthens managerial abilities.

A laboratory lesson, to be well done, requires careful supervision and coordination. Planning laboratory work, the teacher and her students should first clarify the problem to be undertaken and the goals associated with it, then explore specific procedures to accomplish their objectives.



Figure 8-4 Students might experiment with ways to use a paper fabric. (Courtesy Home Economics Department, New York University.)

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The Case Study

The case study, case problem, or case situation is a written presentation of a careful recording of facts of the observations or experiences of a person in a specific situation. This method is especially effective in a study of personal and family relations, child development, family finance, or home management. The case study may be developed in the form of a memoir by a participant in the situation or as the narrative of one who has observed the situation.

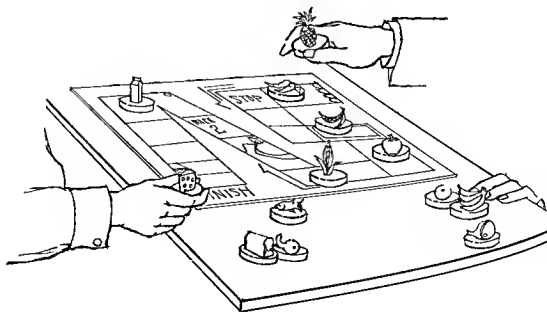
To use this method, students will read the case study carefully in the light of details that are related to ongoing class study. A general discussion may follow, or the class may be divided into groups for purposes of identifying important points. Conclusions and possible solutions must be drawn cautiously.

The most important advantage of this method is that students' personal problems, anxieties, and fears can be examined in a vicarious manner. The disadvantage is that appropriate case study situations are not often available, and writing one is time-consuming.

Games

Considerable interest has been engendered in the technique of games since business executives began using them simulating actual business problems and situations. Historically, there are four basic types of games modeled after the four types of human decision making.

Figure 8-5. Games can be adapted for learning purposes



Puzzles are games in which the player can manipulate the environment and it does not manipulate him. Puzzles might relate to the grade of canned tomatoes to use in a casserole, a good choice of fabric for a dress to be worn in active dancing, or the best type of shoes to wear on a field trip.

The game of *chance* is opposite to puzzles, since the environment manipulates the player. Laws of probability and so called systems can be examined. Games might relate to the probability of certain home accidents occurring under specified conditions, of certain physical characteristics that might be inherited by the future children of a student, or of the profit-making possibilities of a home based business.

The *aesthetic* game involves an application of a set of rules to someone's behavior—it may be the student or someone else. Judgment is involved. Students, for example, might judge the degree to which rules for the school cafeteria or a school dance are upheld, and possible reasons for deviations.

In a game of *strategy*, the essential is the opponent. Students might analyze strategies employed by themselves or family members to gain certain ends. Games of strategy depicted in television dramas or in fiction might be a profitable class undertaking.

Games are fun, offering competition and suspense. Students can develop their own games. Other advantages are for socializing purposes, to experience a change in role, to solve problems, to simulate an experience, and to gain some appreciation of the complexities of living.

TUTORIAL METHODS

These methods give the teacher opportunity to work with a student on an individual basis.

Supervised Study

The class chooses a broad topic for exhaustive study, say, teen age customs around the world. The broad topic is then broken down into categories, such as dating practices, clothing preferences, and so on. Each category is broken down into individual assignments—each girl, for instance, might be required to make a thorough study of one country or category, then report to the entire group. The teacher guides each student, helping all of them to complete their assignments in such a way that the reports, when integrated, will give an exhaustive picture of the broad

topic under study. She suggests resources, ways to collect important information, how to organize reports, and so on. She may prepare study guides.

This method readily accommodates students' individual differences, and with sound teacher guidance they foster their own intellectual development and improve their work and study habits. Its disadvantage is that the teacher simply may not have the competency to steer guided study efforts successfully.

Independent Study

This method is supervised study that gives the student maximum freedom and a minimum of teacher guidance. In many schools it is open only to the bright student, but experts agree that it may have merit for all. Trump³ suggests that as much as 40 per cent of a student's time could be spent in independent study, conducted in the school or community. Supervision would be minimal, aimed at developing student independence. Students would study alone or in groups of two or three. Their time would be spent in reading, listening to tapes or recordings, using teaching machines, looking at filmstrips, kinescopes or slides, writing, experimenting, creating, visiting, interviewing, seeing, analyzing data, evaluating progress, making reports—in short, using every available resource to solve problems that are pertinent to them.

In home economics, students engaged in independent study might explore several kinds of problems on their own. They might compare different methods of household operations, compare garments that they have constructed with ready to wear, observe small children, work on personal finances, consider ways of improving personal and family relations, test qualities of various fabrics, or consider any of countless other similar problems.

For independent study, chalkboards and bulletin boards could partition off stalls for students. Fabrics, small household equipment, preserved foods of various kinds for testing, clothes, blueprints, floor plans, and other resources could be made available. The room might be arranged to permit a casual atmosphere where students could gather in small conversational groups and where teacher and students might talk with parents, visitors, or community consultants.

³ J. Lloyd Trump, *Images of the Future—A New Approach to the Secondary School* (Washington, D.C.: National Association of Secondary School Principals, National Education Association, 1959). Free.

Independent study affords many opportunities for close relations between students and instructors. Students learn to plan work, discover resources, and evaluate their own progress. The teacher is not master, telling students how and when to perform certain tasks, but a consultant, a resource, a challenger, and a director to broader horizons in thinking and action.

Tutorial Method

Highe⁴ believes that the tutorial method is the most thorough, if the most difficult, of all teaching methods, for the teacher must learn the best way to approach each student. Some must be challenged, some treated very gently, others must be given confidence before they can proceed. With a few, handing them a book, giving a bit of advice, or asking a question is all that is necessary to stimulate progress. In the tutorial method a student works alone but seeks advice, criticism, and help from the teacher or other qualified person. Students with well developed skills or knowledge can serve as tutors. In one sixth grade class, several boys especially adept in handling sewing machine problems, assisted other classmates to master the operation of a sewing machine.

QUESTIONING

An element common to all of these methods is questioning. Skillful questioning is an important ingredient of successful teaching. When a teacher asks provocative questions, learning becomes exciting, yet to ask such questions is far from easy. Surveys indicate that 90 per cent of teachers' questions are of the factual type, seldom related to a student's needs and problems. Questions should be formulated to achieve definite purposes, and a single question may serve several purposes at the same time. Questions may be designed to elicit information, to provoke thinking, to review, to explain, to analyze, to identify, to arouse interest, to stimulate an inquiring attitude, to guide research, to challenge values and attitudes, or to develop social sensitivity.

Kinds of Questions

There are many types of questions, and the following list might be considered a beginning, classified according to function.

⁴ Gilbert Highe, *The Art of Teaching* (New York: Alfred A. Knopf, Inc., 1955).

- 1 *Challenge* is provocative stimulates critical thinking, may compel a student to compare, contrast, or think ahead
- 2 *Application* implies use of knowledge to solve a problem
- 3 *Analysis* determines elements, connections, interactions, interdependence, and other aspects of ideas or problems
- 4 *Comprehension* indicates depth of understanding, of ability to translate from symbols, verbal forms, and different levels of learning
- 5 *Interpretation* explains the meaning of data, observations of actual happenings such as seeing children at play, or analysis of films other audiovisual aids, and readings
- 6 *Synthesis* recombines old or new information or experiences into original ideas, or relationships
- 7 *Categorization* arranges ideas or abstractions into some form of classification which has definable similarities
- 8 *Diagnosis* determines causal relationships that explain a given outcome or situation This may be done, for example, in relation to a cake failure rate of divorce, or possible explanation for a child's behavior
- 9 *Identification* determines important parts of a problem, recognizes separate elements, values, beliefs, attitudes, notes similarities and differences
- 10 *Relationships* are used to indicate the importance of ends and means, of cause and effect, and the complexity and interdependence of factors underlying a problem or situation
- 11 *Creativity stimulus* encourages students to be inventive or original, to experiment, to try the unique, and to utilize resources in unusual ways
- 12 *Emotion analysis* prompts an awareness of the importance of feelings
- 13 *Clarification* aids students in their awareness of their attitudes and values and their intensity Questions of this type attempt to make clear the various aspects of issues
- 14 *Decision making* helps students to make choices and to understand important reasons for them
- 15 *Summarization* develops the ability to select the vital points in a discussion or in problem solving

If critical thinking is to be stimulated, are students being asked to interpret what has been learned, or to respond to data presented to them?

Does the question require the student to rearrange, summarize, translate from one level of abstraction to another, apply principles, or make generalizations? Is it necessary to interpolate or extrapolate information to determine consequences, effects, or implications? In food preparation, for example, students may be challenged to consider the effect of an increase or decrease in temperature, changes in the proportion or substitution of ingredients

Questions appropriate to the maturity of the students and the type of lesson must be asked at the right point in the lesson, when the students are ready and able to answer them. Questions should be posed in a logical sequence. If the content is especially difficult, a teacher can start with the simple and then move on to the more arduous and comprehensive inquiries. Only questions that are essential should be posed so that time will not be wasted nor the organization of the lesson disrupted. Questions should encourage originality. All too often students are held to answers from the textbook or information given by the teacher. Uncommon ideas should be fostered, and questions should be formulated in such a way as to elicit free responses. Students should be able to grasp readily the intent of the query, the teacher should be prepared to rephrase her questions.

Often students are under the impression that there can be only one right answer to any question. To motivate divergent thinking, consider as many approaches as possible. If the teacher desires a student to amplify an answer, the teacher might ask: Would you elaborate your idea? Can you give an example? Can you cite any authorities who subscribe to this idea? Are there any situations in which your answer would not be acceptable? Is there a principle involved here? Would you define certain words, theories, or the like? Will you summarize your important points?

Under no circumstances should a girl be embarrassed or ridiculed for her answer to a question. Questioning is most effective in a permissive atmosphere, in an environment where students are eager to learn, and where there is the utmost respect for the thinking of each individual in the group. Students must be helped to see that when others doubt their ideas, it is the thought itself that is being challenged, not the individual who uttered it. The teacher, in fact, should encourage students to challenge *her* ideas if they feel moved to do so.

Incorrect answers can be used to stimulate learning, for a wrong answer may highlight a point that was overlooked, or it may indicate that students have absorbed misinformation. In a similar manner, mistakes or errors in the laboratory should stimulate questions.

Evaluation

Students must be taught how to ask effective questions, as well as how to answer them and the teacher should check the quality of her questioning perhaps by asking a student or another teacher to note the questions she asks during a period. A tape recorder in class is helpful in recording for later evaluation the questions and answers of teacher and students. Opportunities for improvement should be seized at every turn. Observe experienced teachers and analyze their questioning procedures. It may be profitable to study the questions radio and television interviewers use. Is it possible to adapt them to teaching?

Suggestions for Further Learning

- 1 Educational experts give considerable emphasis to teaching the total individual. Read Havighurst's book, then select the developmental tasks described for the age of student in which you have the greatest interest.

Havighurst Robert J. *Developmental Tasks in Education* New York: Longmans, Green & Company, Inc., 1953.

Now examine the various methods discussed in this chapter. Which contributions might each method make to the developmental tasks you are studying?

- 2 Observe a class session in home economics. List statements, actions or other evidence of the following:
 - a Students were encouraged to present viewpoints differing from or in conflict with ideas under discussion,
 - b Opportunities for group involvement,
 - c Topic was related to the outside world and the social scene,
 - d Teacher identified students having difficulties,
 - e Questions challenged student thinking or values,
 - f Class activities were related to student problems, interests, and needs.
- 3 Read about methods from among the following references, then analyze those that have the greatest appeal to you. Which could you use with the greatest confidence? Which ones trouble you, and why? Evaluate the extent to which you use a variety of methods in your teaching.

Hall Olive and Beatrice Paolucci *Teaching Home Economics* New York: John Wiley & Sons, 1961, Chapter 8.

Hastings, Geraldine, and Ann Schultz *Techniques for Effective*

Teaching Washington, D C Department of Home Economics, National Education Association, n/d

Hatcher, Hazel, and Mildred E Andrews *The Teaching of Home Economics* Boston, Mass . Houghton Mifflin Company, 1963, Chapter 6

Williamson, Maude, and Mary S Lyle *Homemaking Education in the High School* New York Appleton-Century Crofts, 1961, Chapters 8 and 9

- 4 Visit a home economics class and make a flow chart of interaction Where was the attention focused? What recommendations can you offer?
- 5 Consider a topic appropriate to home economics, such as getting along with people on the job, nutritious snacks, care of personal clothing, or managing time Consider advantages and disadvantages of the following methods with your choice of topic role playing, supervised study, laboratory, discussion, group work or others Can you see ways to use more than one method?
- 6 In your own class or one you observe, identify the kind of questions asked, using the categories suggested in this chapter To improve your technique of interrogation, read from among the following

Klebaner, Ruth Perlman "Questions that Teach," *Grade Teacher*, Vol 82, No 7 (March 1964), p 10

Suchman, J R "Learning through Inquiry," *NEA Journal*, Vol 52, No 3 (March 1963), pp 30-32

Torrance, E Paul "Asking Provocative Questions," *The Instructor*, Vol LXXIII, No 2 (October 1964), p 35

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Hastings, Geraldine, and Ann Schultz. *Techniques for Effective*

tive action possibilities, as in solving any genuine problem the different possibilities are weighed partly in terms of their acceptability to our past groups—as we see them ¹

Educators agree that effective grouping helps students develop, but they do not agree on what is a sound basis for grouping students. Should groups be homogeneous or heterogeneous? If homogeneous, what shall be the basis—intelligence, reading ability, achievement, sex, or some other factor? Could any group be truly homogeneous? If heterogeneous, to what extent can students of different ages, backgrounds, and abilities be placed together? Is the purpose of grouping to be facilitation of teaching subject matter, or the development of individual students? Are these two purposes incompatible?

It appears that many currently popular grouping methods cannot be justified, and that some may even be harmful. The great danger inherent in homogeneous grouping is that a teacher may assume that she is dealing with children who are similar and consequently pay little attention to individual differences. Wilhelms and Westby Gibson ² found that instructional groups formed on the basis of homogeneity of some specific ability were not otherwise homogeneous. Students quickly discern the reasons for their classification and tend to limit their aspirations if placed in too slow a group. Students who mature late, or for other reasons may not be working to capacity, may be lost in homogeneous grouping.

The Purposes of Groups

There are several ways to group home economics students. Each student may be allowed to choose the group she desires to enter, or the entire class and the teacher can work together to establish class sections, or the teacher may make the decision. All these systems have strengths and weaknesses. When students are allowed to make their own choices of group affiliation, they may not elect those groups that would really be helpful to them. When the teacher and pupils collectively decide the composition of groups, it may be possible for both students and teacher to fulfill their purposes, but this method of organization can be very time consuming, and the teacher must decide whether the time is justified.

A teacher may wish to control the membership of committee or laboratory groups in order to accomplish certain goals she has in mind. She may

¹ Herbert A. Thelen, *Dynamics of Groups at Work* (Chicago: Ill. The University of Chicago Press, 1954), p. 222.

² F. T. Wilhelms and D. Westby Gibson, "Grouping Research Offers Leads," *Educational Leadership*, Vol. 18, No. 7 (April 1961), pp. 410-413.

Group Processes

MAN DOES NOT LIVE ALONE In school, in their families, in community and recreational activities, and in many other ways, students live, work, and play in groups. What happens to a person in a group has a critical influence on his life. One's self-image is sharpened as he participates with others, and his emotional needs to belong, to achieve, and to receive affection are met in group life.

What happens in our society is determined to a great extent by the action of legislative bodies, community improvement committees, and other groups. How an individual's personality develops depends upon the groups influencing his life—their leadership, the quality of interaction among the members, their motivation, and the degree to which group goals are realized. A home economics teacher should be informed about salient points about grouping and group processes so she may apply them in planning discussions and other methods of teaching.

BASES OF GROUPING

Thelen says,

We meet our needs as members of groups, and the ways we behave are the ways we have learned in such groups. When confronted with alterna-

teacher The teacher may organize students so as to avoid certain classroom management problems

Some teachers have found sociometric devices helpful in organizing groups Each member of the class may be asked to name three students with whom she would like to work in the laboratory, or whatever the working situation is Students' opinions of their classmates' abilities can be helpful in assigning specific students to specific task groups, at least it is interesting to observe how young people evaluate their classmates and whom they choose for certain groupings The teacher should be aware of her students' capacities, and by this device she can see if her opinions coincide with those of students Students might be asked to point out from their number good writers, who could be helpful in group report writing, the hard workers, the best thinkers, and those who have artistic ability

Grouping can be done by drawing for numbers, counting off by numbers, or matching pictures When time is limited or the task inconsequential, students sitting near one another can constitute a group

Students should have opportunities to work with persons of different ages, economic and social backgrounds, sex, interests, talents, and potentials Well planned group activities can provide such opportunities Junior high school students find it rewarding, for instance, to work with youngsters in the elementary grades during the study of child development If those of different social and economic background or ability are placed together, the understanding of all participants is broadened

Group Size

Experts suggest that the most desirable group size depends upon the maturity of the individuals who will be involved and the type of activity the group is to engage in Large groups can listen to a lecture or watch a motion picture, but four to eight members is best for an active group —if there are more members than that, some of them are bound to be onlookers rather than participants For decision making, the group can be as large as fifteen members Note that the number of persons may increase by simple arithmetic progression but the number of relationships increases geometrically In a group of five, for example, there are twenty-five possible relationships, in a group of eight, there are sixty-four, while in a group of fifteen there are two hundred and twenty-five possible personal relationships It is obvious that the larger a group the more difficult the communication among its members

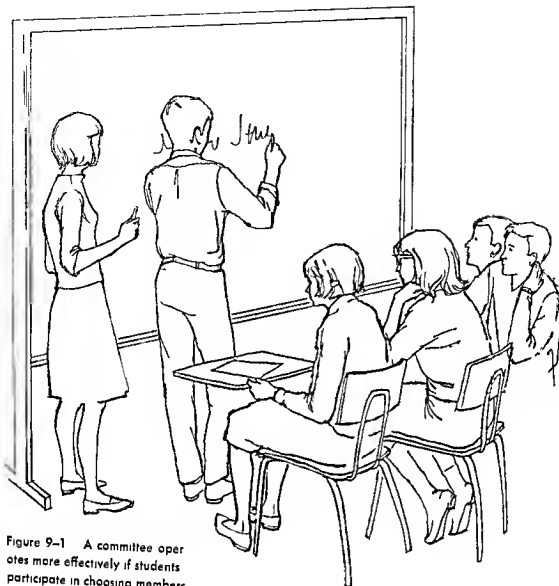


Figure 9-1 A committee operates more effectively if students participate in choosing members

prefer to have a slow learner work with a kind, competent student who will be patient and set a good example. Social isolates—students who are not readily accepted by their classmates—may be selected to work with students who are popular and thus very secure in the group. Children with physical handicaps should be placed with those who will accept them in a mature manner. Sometimes the slow should be placed with the bright. For special purpose groups, members might be chosen according to how well they seem likely to serve the group's purpose. Special purposes may include housekeeping responsibilities, planning or investigative committees, interest areas, such as making toys for an orphanage, or laboratory teams for conducting certain experiments. At times, particularly in laboratory classes, groups form automatically of students who have reached a certain stage in their projects and need help from the

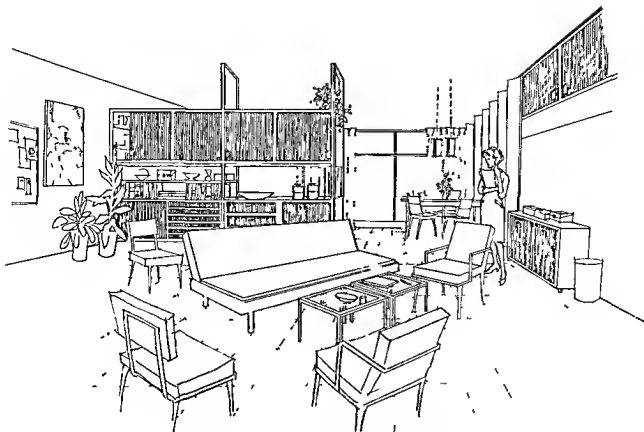


Figure 9-2. A comfortable physical environment promotes group activity

The structure of the group will reflect the wide range of characteristics and abilities of teacher and students. Some pupils will assume leader roles, particularly in areas in which they feel confident. Others will adopt the roles variously of questioner, clarifier, illustrator, obstructionist, humorist, pessimist, nodder, opinioner, originator, summarizer, follower, expeditor, authority, and so on. Some students may be quiet, even indifferent; others will be very talkative. A few may appear confused. The teacher will find it expedient to discover the structure of the group by identifying the role its members are playing.

When students share among themselves they are contributing to joint purposes and thus develop a concern for the welfare of the group. Responsibility tends to promote a "we" rather than an "I" feeling. The group should work to get all its members involved, including the timid, the sad, the sullen, and the rejected. Every member sooner or later should be given an opportunity to serve in the offices of chairman, recorder, or observer. The observer is an especially responsible office, for its function is to determine how well a group is doing. Groups must evaluate their growth and make plans for improved development. Much of this can be done by its members, especially the observer, while the group is in action, by determining the extent to which goals are being realized and what forces are at work reducing group efficiency. When group work is continually evaluated, students will become expert in using this important method.

GROUP PROCESSES

If group work is to be effective, teacher and students alike must understand group dynamics—the forces that affect the behavior of the whole and its individual members, forces that according to Jenkins³ are generated by and emerge from a group's interaction and structure.

Factors that Influence Group Structure

A number of factors bear on the effectiveness of group work. First, the group must have well defined purposes that are of concern to the members. The members must be willing to learn and to work together to solve problems. In the classroom a variety of purposes may emerge. A group may form to solve some problem common to its members—for teen agers, the problem might be to find ways of asserting independence that would meet parental approval.

The climate for working is a powerful influence. The physical environment should include comfortable seating, attractive surroundings, and adequate space in which to work. Sufficient time to accomplish the job must be allowed, and there must be freedom of movement, too. The psychological environment must be permissive so that students will feel free to express ideas and feelings. Teacher and students must respect one another's views, even though there be disagreement, for differences of opinion contribute to enlightenment. Feelings and emotions must be regarded as expressions of an individual's personality. There should be no attempt to foist values or attitudes upon each other. The atmosphere should be one of relaxation, positive attitudes, and fun, when that is feasible.

One of the most important influences is the backgrounds of the group's members. Family and cultural factors cannot be ignored. If a group consists of individuals with different socioeconomic backgrounds, there may be little integration of cultures, and tensions may arise. There may be "in" and "out" factions. The teacher must be aware of such differences and work to capitalize the richness and breadth that they could contribute to the group's effort. Group work in the beginning may have to center around common problems, and then as the group learns to work together, areas of disparity may be introduced.

³ David Jenkins "What is Group Dynamics?" in *Group Development* (Washington D C: National Training Laboratories and National Education Association 1961)



Figure 9-3 Group projects might be placed on tables designated as stations

Here are some suggestions for brainstorming sessions adapted from Osborne ⁴

- 1 Sit around a table or in a circle. Everyone should be relaxed and concentrate on the problem. Having refreshments just before brainstorming often helps to break the ice.
- 2 Elect one member of the group to be the leader, and direct all suggestions to him.
- 3 Elect another person to serve as secretary. It shall be her job to write down all the ideas expressed.

⁴ Alex I. Osborne, *Applied Imagination* (New York: Charles Scribner's Sons, 1953), pp. 300-301.

Suggestions for Group Work

Certain areas of home economics lend themselves very well to group techniques. In a unit on selecting appropriate toys for preschool children, for instance, the class might be divided into groups that would establish criteria for each of several categories of toys. The fundamentals of toy selection should have been first studied lest the groups spend their time pooling ignorance.

In a home management unit, students might be divided into groups, each to try out certain management procedures. One group might experiment with a tune and motion study on the easiest and quickest way to make a bed or to prepare a simple salad. Another group could compare different ways to clean silverware. A third group might devise novel ways to use vacuum cleaner attachments or test various methods of shampooing upholstered furniture.

To broaden experiences in an area, materials to be identified, tested, or evaluated may be placed on different tables and referred to as stations or terminals. Projects might include a comparison of fresh, canned, and frozen orange juices as to cost, flavor, appearance, and other criteria; different brands of detergent, toothpaste, or other products might be similarly judged. Student groups might progress from one station to another so that all will have an opportunity to make judgments, the opinions of each group subsequently being shared with the entire class.

Group work is very desirable in carrying out community studies. One class, for instance, was interested in the age and type of houses in different sections of their community. A map of the community was studied and divisions made for each of several groups that brought back reports to the class. Naturally there was thorough preliminary discussion of how to make the needed observations and to secure the necessary information.

In a nutrition class several groups made a survey of the eating habits of students in the school lunchroom. This information provided the basis for a nutrition education program of posters, skits, exhibits and the like sponsored by the class.

Brainstorming

In this technique, a facet of group work, students are urged to express all the ideas—good, bad, and indifferent—that occur to them as likely solutions to a given problem. Unusual and valuable ideas may emerge. Typical problems may be how to be more popular, how to stretch an allowance, how to get a job for the summer, or how to find a husband.

group competent to discuss the problem? The trouble with many poor discussions is that the problem is too trivial

Role of the Teacher or Leader

The emotional climate of the group often reflects the temperament of the teacher. If she is permissive, humorous, kind, encouraging, and warm in her reactions, the response is usually greater. A teacher must clearly understand her role, else there will be chaos. During discussion she should not remain absolutely quiet in the mistaken belief that only students should participate, but neither should she do all the talking. The function of a leader is to inaugurate, then to guide, the discussion.

Role of the Student Participant

Every student participant must feel a responsibility for helping the group. A discussion can be successful only if everyone contributes what she can. From time to time individuals may raise questions, clarify statements, give illustrations, cite authorities, disagree with ideas of others, listen carefully, be pessimistic or optimistic about suggestions, summarize, add humor, nod, smile, or give other indications of interest. A student should examine the role she played in a discussion to determine how she might improve her participation.

Steps in a Good Discussion

To give a discussion a good start, a number of warmup devices may be used. Problems or quotations written on cards, or newspaper clippings, pictures, or cartoons related to the subject matter of the discussion problem are each cut into two pieces, the halves then distributed randomly among the students, who enjoy finding their partners by matching up pieces. Each pair of students then discusses the implications of its problem. This procedure is especially effective in family life, child development, and consumer education units.

Another method is to have students write on cards a few sentences indicating their reactions to a given word. The teacher collects the cards and reads them. In one nutrition class, students had the following reaction to the word *nibble*: "Makes me think of calories," "That's what I do when I watch TV," "I nibble when I am lonesome." The reactions provided material for a discussion of between-meal eating habits. Words that are stimulating include *borrow*, for discussions about money, *quarrel*,

- 4 State the problem or the subject very clearly
- 5 Students will raise their hands when they have ideas and will be recognized in turn by the leader
- 6 The wilder the idea, the better There may be something of value in the thought, even though it seems stupid
- 7 No student is permitted to say, 'That won't work,' 'That's silly,' or anything else of a discouraging or derogatory nature
- 8 Keep thinking—keep the ideas coming
- 9 If a student has an idea similar to one already suggested, he should snap his fingers and say, "Hitchhike" to signify that he is adding a related idea
- 10 It is important to have many ideas Sometimes the problem can be suggested the day before a scheduled brainstorming session so that everyone can start getting ideas ahead of time
- 11 At the end of the session, organize the ideas under appropriate categories
- 12 Select the best five or ten ideas, then decide on the best way to act on them

THE DISCUSSION METHOD

Many teachers have found the discussion method unpredictable. Sometimes it is very rewarding; at other times it is exasperating. Understanding what is involved in the method may make success in using it more certain. One of the most naive of notions is that anyone can lead or participate in a discussion. Discussion is an art that must be learned, and the only way to learn it is by doing it. The discussion method must not be confused with recitation nor is it debating or wrangling. It is a technique whereby a group or class examines its views of a problem, then attempts to reach the best solution possible. Therefore, it should be used only in appropriate situations and not in every class period.

Selection of a Problem

Discussion cannot be effective unless it revolves around a problem that is of significance to the group. In fact, it should be so vital to the group that the members deem an early solution, for problems of the remote future seldom stimulate discussion. The teacher might evaluate the immediacy of a problem by asking herself some questions: Did the problem arise in the group? Does it recur often? Does it affect many of the members? Will a discussion of the problem be helpful to the group? Is the

facing groups, on one side are the questioners on the other, the respondents. After a time, the panels may be reversed.

"Radioscopic Examination" is a good technique for disclosing the structure of a subject. Prior to the discussion, groups of students are assigned categories of the subject about which to gather facts. Later when that

Figure 9-4 Sitting in a circle facilitates discussion



for discussions about relations with brothers and sisters, *holiday foods*, for a discussion of meal preparation, and so on. The reactions may be written on cards or expressed orally.

Another warmup device is the incomplete sentence written on the board. Students are asked to complete it as they wish. Such sentences might include "I think a father should _____," "When a boy asks you for a date _____," "A good dress for a school party is _____," "An after school snack is _____," and so on.

Having students look at an emotionally charged picture of a person or group of people can stimulate a discussion, or students can be asked their reactions to a topical story read by the teacher. News and picture magazines are good sources for material of this type. The photographs might be of a mother with a small child playing in a park, a child saying good by to his parents as he is leaving for camp, a tearful or joyful reunion of family members, a family on an outing or having dinner, an automobile accident, a young couple on a date. The picture must, of course, relate to the proposed subject matter of a discussion.

A challenging question is often a quick starter, for example, "What does Thanksgiving mean to you?" "What is a good husband like?" "Can you recall when you were five years old?" "What is your strongest memory?" "What is the most extravagant thing you could do?" For variation, the class can play "Pass It-On," in which the teacher asks a question of the first student in the group, who answers, then turns to the person beside her and says, "What do you think?" Each student responds in turn and addresses the next in turn until the question has been passed around the class.

The buzz group is especially effective in starting discussion or stimulating a lagging discussion. The class is asked to gather in small groups to talk about the problem. This is sometimes known as "Discussion 66," so called because groups of six persons get together and talk for six minutes. These sessions can be varied, for instance, "Discussion 45"—four persons talk for five minutes, or by different names, such as "Party Line" and "Chatter Sessions." Students can help in creating names for these groups.

Method Variations

"Opposite Panel," a technique recommended by Reeder,⁵ seems especially adaptable for review or summation. The class is divided into two

⁵ William W. Reeder, *Some Methods and Tools to Increase Interest, Participation and Teaching Effectiveness* (Ithaca, NY: Cornell Extension Bulletin No. 907) Free.

Influences on the Thinking of Students

Every teacher must be aware of the complexity of factors that influence the way individuals think in a discussion situation. Their traditions, religion, ethnic backgrounds, the part of the world in which they live, and the dominant people in their lives are all reflected in their ideas. Language skills may be a potent deterrent to satisfactory discussion. If students cannot adequately express their ideas and feelings, or are unfamiliar with the meanings of certain words, they are in poor position to make valid contributions.

Thinking is facilitated when students are given an opportunity to test their ideas and to discover many angles of a problem, a belief, or an attitude. Discussion helps students to respect the ideas of others and to increase appreciation of other students.

Suggestions for Further Learning

1. Considerable material has been published on working in groups. After you have read from among the following references, list some important concepts about group work, with particular emphasis on home economics.

Bradford, Leland P. *Group Development*. Washington, D.C.: National Training Laboratories and National Education Association, 1961.

"The Dynamics of the Discussion Group," *Journal of Social Issues*, Vol. IV, No. 2 (Spring 1948), entire issue.

Hereford, Carl F. *Organizing Group Discussions*. Austin, Texas: The Hogg Foundation for Mental Health, The University of Texas, 1961.

How to Lead Discussions. Chicago, Ill.: Adult Education Association, 1955.

Miles, Matthew B. *Learning to Work in Groups*. New York: Teachers College Press, Columbia University, 1959.

Thelen, Herbert A. *Dynamics of Groups at Work*. Chicago, Ill.: University of Chicago Press, 1963.

Thelen, Herbert A. "Purpose and Process in Groups," *Educational Leadership*, Vol. 21, No. 3 (December 1963), pp. 143-145.

2. Observe several classes in home economics. Identify the group dynamics at work and what factors have generated the forces that are operative. To what extent was grouping a factor? Read the following for additional insight.

category is being discussed in class, the student who is responsible for the facts will be considered the resource person. For example, if the subject matter is dating, categories may cover the age when dating begins, the values of dating as cited by research, and the effect of locale on customs.

Sometimes several students may be designated "listening posts" in a discussion group. They are charged with spotting specific ideas brought out by the group. If the cost of a date is the topic, one listening post may be on guard for all low expenditure ideas, another for the high expenditure ideas.

In junior high school classes, where the span of interest is short and it is difficult for students to sit still for long, the "pop up" technique may be used. Students sit in a circle and pop up when they have something to say—but not more than one student at a time may hold the floor. This method is good, too, for a review session.

These are only a few suggestions for making discussions lively. The important things are to use imagination and to have students participate in planning.

The next step in discussion is to define the problem clearly, which is followed by explanation and analyses of possible causes for the situation. Then, possible solutions should be examined. Finally, the best solution should be selected and means of implementing it outlined. This includes deciding when the action will take place, where it will be done, and who will be responsible.

Making a Discussion Worthwhile

Discussion will be of little avail unless the problem is tied into the personal lives of the participants in the discussion. Students should be urged to cite experiences or express feelings indicative of their particular involvements with the problem. The relation of the problem to important social problems cannot be overlooked. For example, in the problem of early marriage, as discussed in a family life class, the effects of compulsory military service must be considered. A group of expectant mothers discussing ways to improve their diets may find it necessary to compare the supply and costs of various nutritious foods available in the local stores. Intelligent discussion requires preparation—assemblage of facts through reading, talking to experts, making observations, experimenting, or investigating resources. Students must be encouraged to use sources of information with discrimination. Is a newspaper item about it as valuable as a statement by an expert on the subject?

Instructional Resources: Technological

INSTRUCTIONAL TECHNOLOGY is a reflection of the impact of technological change on society. Compared to the expansion of knowledge, increased enrollments, teacher shortages, and similar problems, the aids of instructional technology may appear insignificant. But the wise use of technology in education should not be underestimated. Snow¹ believes that electronics, automation, and atomic energy are the strongest forces of change that the world has ever experienced. Teachers must understand those forces so that today's students can be educated to master, integrate, and control them tomorrow. Teaching must change to meet the innovations. According to Dale² emphasis in contemporary education must be on the development of creative skills in communication, thinking abilities, and lifelong tastes. The curriculum builders, Dale believes, carry a heavy burden. They must identify the skills, information,

¹ C. P. Snow, *The Two Cultures and the Scientific Revolution* (New York: Cambridge University Press, 1959), p. 31.

² Edgar Dale, "In a Decisive Decade There is No Room For Amateurs," *Audio-visual Instruction*, Vol. 7, No. 5 (May 1961), p. 190.

Rasmussen, Margaret, and Lucy Prete *Toward Effective Grouping*
Washington, D C Association for Childhood Education International,
1962

- 3 Recall your best teacher What kind of group processes were characteristic of her teaching?
- 4 Analyze your skills as a group worker What are your strengths? Your weaknesses? What might you do by way of improvement?
- 5 The next time you are present in a nonschool group make some mental notes of the quality of the group work How was decision making effected? What was important in this situation?
- 6 Read the following pamphlet, then consider applications of the content to your own teaching Why not set up a similar experiment and test the result of Kurt Lewin's work?

Gallup, Gladys *What Research Shows About Group Discussion Leading to Group Decision* Washington, D C Extension Service, United States Department of Agriculture, 1950

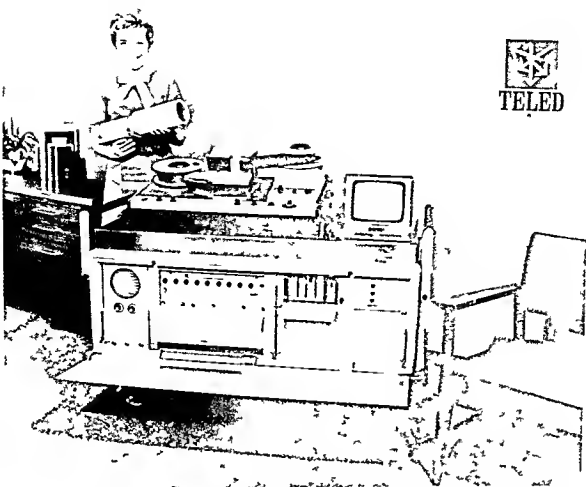


Figure 10-1 A portable television studio which may be used in any classroom (TELED S Mobile Television Control Center)

used solely for noncommercial *educational television* programs. *Closed-circuit television* programs can be received only by designated sets. One of the greatest potential advantages of educational television is that it will allow a good teacher to reach great numbers of students. In these days of teacher shortages, master teachers could be used to present most of the basic course content.

Television is immediate. New ideas and important events can be transmitted quickly to a large audience, and every viewer has the equivalent of a front row seat. Educational experiences beyond the reach of the classroom can be brought in through television. Students might not otherwise have such close contact with sophisticated demonstrations, delicate equipment, rare art, an outstanding teacher, a resource person or an authority on a subject.

Large classes can be taught well by television, and television teachers can cover much material in a short time. Kinescopes (films of television programs) of good lessons can be used again and again. School space can be used more effectively. Programs can be reproduced very inexpensively with videotape. Another advantage of videotape is instantaneous

and competences that can be learned from programmed instruction and independent study, and analyze how they can be closely tied with other learnings. These goals should supersede the development of a system for the use of technological aids. Technology should serve the curriculum, not lead it.

Dale suggests that teachers be aware of the many experiences that students have had outside the classroom with television, radio, visits to museums, viewing motion pictures, reading in libraries, listening to records, visiting art galleries, and so on. He suggests that outside viewing be assigned just as outside reading is. Every available resource should be utilized in some systematic way in planning a curriculum.

Each aid should be carefully selected. Teachers and students must clarify their particular needs, problems, or interests. Are certain values, attitudes, or beliefs to be challenged? Are solutions to certain problems sought? Is a sensitivity to different patterns of family living in order? Whatever the goal, an appropriate aid, or aids, can be found. Frequently a single aid will not suffice, but the utilization of many types of materials will enrich the experience of students, and they will be better fortified to tackle their own problems.

PROJECTED TECHNIQUES

In using all projected techniques, the teacher must prepare students for what they will be viewing and how it applies to their learning.

Television

Television has become firmly established as an educational tool. Today, almost every home has one or more television receivers, and hundreds of school districts and colleges make regular use of televised instruction. It is predicted that educational television will before long reach an audience as large as that for commercial television, and that nearly every school will have at least one closed circuit television system.

Advantages of Television

Of the three types of television, *commercial television* is the most familiar. Certain commercial programs may be designated as educational, others, too, do incorporate some educational value. The Federal Communications Commission (FCC) has designated certain channels to be

available, and teachers have difficulty in making selections. Some kind of system for review and evaluation of films is sorely needed.

Teachers and students can make their own films. For a report on housing, one student made a film of homes in the slum areas of her community to show the need for federal and community housing projects.

Granted that the use will be geared to the goals, interests, and needs of the students, each teacher can guide the presentation of the film to best meet these objectives. A few examples may clarify these points.

Films can do much to challenge ideas about family life. For a senior high school class studying comparative family life, the teacher selected the film "The Sampan Family,"³ which shows the simple, daily life of a Chinese family living on a riverboat. The Chinese family and the American family are seen to have the same basic daily tasks of eating, sleeping, sewing, and earning a living, although they solve them differently. The cooperation and close ties of kinship have implications for our own family living. Other films that might be used for a similar purpose include "The Japanese family,"⁴ "The Peiping Family,"⁵ and "Four Families,"⁶ a film about French, Indian, Canadian, and Japanese families, with comments by anthropologist Margaret Mead, which highlights ways in which families are alike and ways in which they differ.

Many students hold their first paid jobs while they are still in high school. The role of the family in adjusting to the outside work of individual members is a good topic for discussion in both home economics classes and adult groups. The film, "Homer Starts to Work,"⁷ might be used in connection with discussions on the feelings that young people have about jobs, the reactions of their families, and ideals worthy of consideration in work.

8mm Films

The 8mm sound film has been called the paperback of the audiovisual industry. The projector is lighter to carry and easier to thread and operate.

³ "The Sampan Family," International Film Board, New York, 1949. 16mm, black and white, sound, 19 min.

⁴ "The Japanese Family," International Film Board, New York, 1949, 16mm, black and white, sound, 23 min.

⁵ "The Peiping Family," International Film Board, New York, 1949. 16mm, black and white, sound, 21 min.

⁶ "Four Families," produced for the Canadian Broadcasting Company, may be rented from New York University Film Library or other libraries, 16mm, black and white, sound, 60 min.

⁷ "Homer Starts to Work," Teaching Films Custodians, New York, 16mm, black and white, sound, 10 min.

playback of both picture and sound to provide immediate evaluation of student and teacher performance. A library of good tapes can be thus built up, and other schools can share the tapes. Television is ideally suited to teaching with models, maps and other visual presentations. Authorities are convinced that teaching on television is of more uniformly high quality than occurs regularly in the classroom.

Drawbacks of Television

The most significant disadvantage of television is high cost. Many programs are financed by foundations. When these funds terminate, where will new sources be found? Will communities be able and willing to finance television? Should the government assume this responsibility? Experts contend that television has proven its value and that funds will be forthcoming but they do not know from where, or when, or how much.

The effectiveness of learning from television has been questioned. Experiments indicate that students on the whole learn as well through teaching without television, but the experimenters admit that schools have not had sufficient experience with television to determine its true potential as an educative medium. Certain fundamental factors, such as motivation, stimulus, participation, and reinforcement, must be considered. Educators point out that participation is slighted, for students cannot ask questions of a televised teacher. In some instructional situations part of a classroom session is devoted to television teaching, the remainder to a discussion of the televised material, led by the regular classroom teacher.

The time required for preparation of a television lesson is great—an average of ten hours for each thirty minute lesson. The quality of the teacher must be superior. Poor teaching cannot be condoned because of the large number of students involved.

Films

The motion picture is a means of giving a group a common experience, of appealing to their emotions, of helping them to understand abstract relationships, and of giving them an opportunity to identify themselves with other people, places, and events. Through this medium the world can literally be brought into the classroom. Educational films can be silent or sound, in black and white or color. Educational films are usually 16 mm, one reel taking from twelve to fifteen minutes to show. Films may be secured from a variety of sources, some for a fee but many of them free or costing only transportation charges. A bewildering number of films is

of food is another area to be explored¹⁰ Filmstrips can be used to review or reinforce learnings, to highlight important points in a textbook, or for individual study with a hand viewer

Many filmstrips are available for use in home economics courses, hence certain criteria for selecting from among them must be observed Is the filmstrip appropriate for the maturity of the students to whom it is to be shown? Will it make a logical contribution to the learning of students? Is it technically and educationally well produced? Is the subject matter accurate and up to date?

Sources of filmstrips are listed in the *Wilson Filmstrip Guide*¹¹ and *Educational Media Index*,¹² and in special sections of home economics magazines Many filmstrips are available free from business firms The US Department of Agriculture and other government agencies offer many excellent filmstrips¹³

Slides

Slides are created either photographically or by some art process, usually drawing or painting Home economists adept in the use of the camera can become proficient in filming slides appropriate to their field Slides made with 35mm camera and color film are most striking, producing 2" x 2" color transparencies Slides are projected by a slide projector suited to their size A projector for the 2" x 2" slides may be attached to a filmstrip projector A slide projector for 3½" x 4" slides is sometimes attached to an opaque projector

The handmade slides—3½" x 4" in size—may be of several types Pictures drawn on slides of etched glass or plastic with ink, crayon, or pencil are particularly useful for showing costumes, furniture styles, or various cuts of meat Pictures drawn on gelatine-coated slides with transparent water colors or ink are especially appropriate for illustrating flower arrangements, explaining scientific processes, or indicating the steps in budgeting

¹⁰ 'Convenience Cooking,' Evaporated Milk Institute, Chicago, Ill., 1965, color, 41 frames

¹¹ *Filmstrip Guide*, issued by H. W. Wilson Company, 950 University Avenue, New York, N. Y., until 1961 (found in most libraries)

¹² *Educational Media Index* (New York: McCraw Hill Book Company, issued since 1961) In addition to filmstrips, includes films, videotapes, kinescopes, recordings, tapes, models, slides, transparencies, cross media kits, and programmed instruction

¹³ *Filmstrips and Slide Series*, U. S. Department of Agriculture, *Agricultural Handbook No. 222* (Washington, D. C.: Superintendent of Documents, Government Printing Office)

than the 16mm projector Forsdale⁸ is of the opinion that the emergence of the 8mm sound film is an outstanding contribution to educational media. The cartridge film requires no threading or rewinding. It is easily placed in a slot in the machine. This cartridge film lends itself readily to the single concept film. These films range in length from thirty seconds to four minutes and are best used where the portrayal of motion is important. Examples might be the steps in sectioning a grapefruit, dressing an infant, sewing a zipper in a placket, or making a bed. This type of film might be used as background for class discussions of problem situations, such as how to overcome shyness, how to spend money wisely, or how to find a summer job.

A decision must be made about the topics that would be most helpful in class instruction. Films about the community, taken while traveling, and about home experiences might be adapted for classroom use. These films might be made by the teacher or students.

Filmstrips

Filmstrips do not have the dramatic appeal of films, but other attributes of this aid make it a valuable teaching device. Brown⁹ calls filmstrips "a headful in a handful," an apt description for these aids. Compact, simple to use, and requiring little space for storage, filmstrips consist of a series of still pictures and captions arranged in sequence on 35mm film to tell a complete story. Filmstrips consist of from twenty to fifty frames. Longer filmstrips are more limited in use owing to the time it takes to project them. Filmstrips are available in black and white and in color. When a commentary, recorded on discs or tape, accompanies it, the filmstrip is called a *sound slidefilm*. In addition to the filmstrip projector, a record player or tape recorder is needed.

Filmstrips can be used in home economics in many ways. Show how filmstrips are effective in teaching the skills of food preparation, clothing construction, buying, home furnishing, and home management. Filmstrips about topics such as infant and child feeding, good manners at home, or types of food preparation are also available. Aesthetic appreciations can also be emphasized. Interest in foods of other countries can be stimulated by filmstrips. Relating the importance of equipment to the preparation

⁸ Louis Forsdale (ed.) *8mm Sound Film and Education* (New York: Bureau of Publications, Teachers College, Columbia University, 1962), p. v.

⁹ James W. Brown, Richard B. Lewis, and Fred F. Harclerod. *AV Instruction Materials and Methods* (New York: McGraw Hill Book Company, 1964), p. 143.

One foods teacher made an interesting collection of slides showing traditional dishes of other countries, which the class found useful in its study of international foods. Slides of attractive cakes, desserts, vegetable dishes, and so on can be used to establish standards for the appearance of prepared foods.

Teaching flower arrangements often presents problems because flowers are seasonal, frequently costly, and sometimes difficult to procure. A file of flower arrangements can be built up if pictures of them are taken whenever an occasion presents itself.

Some of the many factors to be considered in furnishing a home can be graphically highlighted by the use of slides. One New York University graduate student made slides to show how she furnished a one room apartment, spending only \$300. The slides demonstrated vividly just how a clever room arrangement was attained by the ingenious use of second-hand furniture and remnants for draperies, pillows, and upholstery. How color, line, and texture were suited to the interests and personality of the occupants were highlighted, as was the economy of expenditure.

Slides are valuable, too, in providing permanent records of experiences or occasions, in showing pictorial evidence of the progress students make in acquiring skills, improving posture or personal appearance, and in giving a comprehensive view of the work done in certain professional areas in home economics. In one school, slides have been made showing many aspects of the home economics program—class activities, highlights of student trips into the community, and field or home experiences. These slides have been reshuffled to suit various occasions, or certain ones have been formed into specific programs. For instance, some slides, with appropriate commentary, have been shown to prospective students invited to visit the home economics department. They may be borrowed by other teachers or schools, shown at PTA meetings, or used at various other community functions. Some have been shown to give beginning home economics students a foretaste of the activities in store for them. To keep the file up to date, new slides are added from time to time, ineffective ones discarded, and fresh programs made to suit new purposes. A tape recorded commentary may accompany the slides.

Slides for Rental or Purchase

Schools can purchase, rent, or borrow slides from the following sources, among many others. The Museum of Modern Art in New York City has slides for sale on housing and home furnishings. The Society for Visual

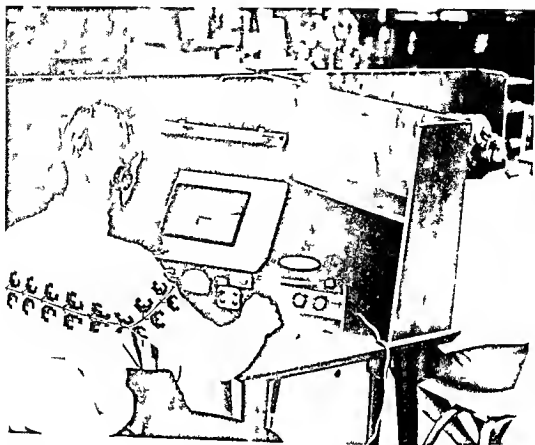


Figure 10-2 A sound slide film may be viewed by a student in a carrel for independent study (Photo Courtesy of Educational Facilities Laboratories)

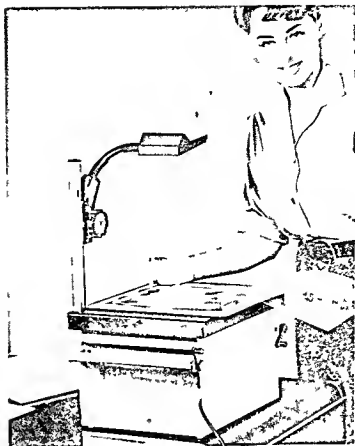
Silhouettes of opaque paper may be mounted on the glass plate to make interesting slides to depict say good and poor posture or the relation of overweight or underweight to personal appearance. Textiles yarns or other opaque substances can be used instead of paper in making effective silhouettes.

Practically every area of home economics can profit from intelligent use of slides. The following suggestions serve merely to indicate the scope of the field.

Use of Slides in Home Economics

In nutrition slides can be designed to show what dietary adjustments are necessary in planning meals for family members who are allergic to certain foods, are underweight or overweight, and so on. Showing slides of nutritious, low-calorie foods, for example, is more dramatic and therefore more effective than merely naming and discussing them.

Figure 10-3. Step-by-step learning can be provided by the overhead projector. (Courtesy of American Optical Company.)



The standard duplicator, which is found in most schools, also will produce transparencies. The photocopy machine will copy newspaper or magazine articles, colored illustrations, charts, graphs, diagrams, and other printed material for transparencies. Black-and-white transparencies can be enlivened with color overlays, or by the application of color tapes, Magic Markers, or colored inks.

Suggestions for Use

In home furnishings classes, floor plans could be projected and cutouts of furniture arranged on the screen by a student for other students to evaluate or suggest rearrangements. Full color transparencies of attractive room settings or storage facilities may be made and projected for discussion and evaluation. Students can present their own room designs on transparencies. Overlays could develop the furnishing of a room as a step-by-step process.

In clothing classes, colored plastic film might be used to demonstrate various color schemes. Silhouettes could be drawn on a transparency and, with the use of overlays, harmonies of line, mass, and color can be demonstrated. Accessories, such as hats, jewelry, and handbags, can be projected on a basic silhouette to dramatize their effects.

In nutrition, interesting charts could be made of colored tapes to highlight nutritive values of foods within a food group, such as fruits and

Education Chicago, Ill., has many slides for sale, including some of unusual fruits and vegetables. The American Dietetic Association in Chicago and the American Home Economics Association in Washington, D.C., have sets of slides on career possibilities for loan or purchase.

The Overhead Projector

The overhead projector offers an unusually versatile and an exciting challenge to the imagination of every teacher of home economics. The projector is simple to operate and requires little maintenance. It projects light through black and white or color transparencies made on sheets of acetate film usually 7" x 7" or 10" x 10". The image is projected onto a screen and is clearly visible in a fully lighted room. The teacher faces her class and maintains eye contact with them during her presentation. Looking at the transparency on the stage of the projector makes it unnecessary for her to look at the screen.

Effective teaching ideas can be preserved for future use, for transparencies can be stored and used again and again. A library of transparencies can be purchased, or the teacher may make her own. The teacher can select material, arrange it as she desires, and can narrate for her own visuals rather than depending on someone else's commentary. It is possible to underline key words or to point to parts of a diagram that require special attention.

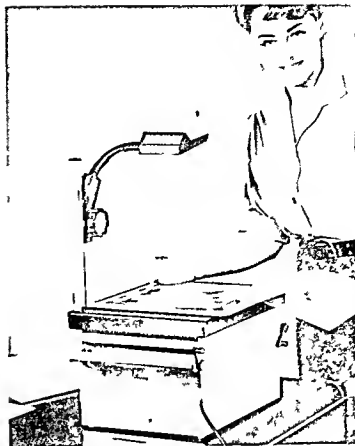
Step by step learning can be provided through the use of overlays (not more than five). The revelation presentation is another technique. It can be used by covering all but the first point by a plain piece of paper. After the discussion of one point, the teacher moves to the next.

The acetate film for transparencies is available in rolls, large sheets, and in sheets cut to the exact size for use in the projector.

Transparencies may be prepared prior to use, or the teacher can create transparencies while she lectures, working much as she would at a chalk board. Writing important points with a china marking pencil or a grease pencil. Felt tip markers in many colors can be used for writing or making diagrams, charts, or similar visuals. Wide pointed pens, found in art departments, are especially effective if used with special acetate inks. Varicolored pencils produce fine lines for special detail.

Plain or patterned transparent color acetate tape, which is available in a wide variety of colors and widths, is helpful in preparing charts and graphs. These tapes can be used as a border for a transparency, to outline an object, and to make arrows or other symbols.

Figure 10-3 Step by-step learning can be provided by the overhead projector (Courtesy of American Optical Company)



The standard duplicator, which is found in most schools, also will produce transparencies. The photocopy machine will copy newspaper or magazine articles, colored illustrations, charts, graphs, diagrams, and other printed material for transparencies. Black and white transparencies can be enlivened with color overlays, or by the application of color tapes, Magic Markers, or colored inks.

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In nutrition, interesting charts could be made of colored tapes to highlight nutritive values of foods within a food group, such as fruits and

vegetables. Cost comparisons of foods that yield similar nutritive values could also be dramatically presented. Analysis of a student's diet in front of the class, just as the English teacher corrects a paper, is valuable. Studying the foods of other countries through sketches or colored reproductions is another possibility.

In studies of family life, a transparency may be made of an emotionally charged picture. Students could then write a paragraph about it, develop a story, or evaluate the action that appears to be taking place. This procedure may yield insights into students' values, attitudes, and beliefs. Statistics about various aspects of family living could be graphically projected at appropriate times.

In food classes, a base map of the United States or the world might be made on a transparency. Students can prepare overlays to illustrate sources of important family foods, sections of the world that lack certain nutritious foods, or the effects of various social factors on food habits, and so on. Recipes, steps in food preparation and clothing construction, stages of maturity in child development, preparation of family budgets, and the steps in decision making lend themselves to creative interpretations on transparencies.

This idea was borrowed from a poultry husbandry class. Eggs of different grades are broken individually into clear glass dishes and projected. The two types of translucent albumen are easily distinguishable, and distinctions among grades can be discerned.

A kind of programmed instruction can be effected with the overhead projector. First a test with the answers covered is projected. Students write their answers on a sheet. Next, the teacher uncovers the answers on the transparency and students correct their mistakes immediately. This procedure saves time and reinforces learning.

Opaque Projection

An opaque projector is a versatile instrument that can project almost any kind of two dimensional, nontransparent material, such as pictures, photographs, and diagrams, book pages, newspaper clippings, magazine color plates showing table settings, fashion designs, foods, room arrangements, and the like, textiles, the textures of which are accentuated by the projector, cartoons, maps, postcards, and drawings, flat objects or specimens, handwritten data, typed information, and so on. Some machines have a pointer arrangement so that a teacher may pinpoint items on the material being shown. By hanging a number of pictures to

gether in an ordered sequence, a step by-step process may be examined. Drawings with captions may be prepared by students on a strip of paper that may be pushed through the projector.

The primary advantages of this type of projection are low cost, ease of use, suitability to a wide range of materials, and dramatic appeal. Materials for projection are easily prepared. The chief disadvantage is that the room must be very dark for good projection.

AUDIO AIDS

The use of listening aids adds another dimension to the learning of students. Sound is the oldest form of communication of man, and today the use of tapes, recordings, and similar devices is receiving more emphasis in education.

Listening

If students are to realize the greatest benefit from audio aids they may have to be taught how to listen. Research indicates that the average person spends 42 per cent of his time listening, 32 per cent speaking, and 16 per cent reading. Listening is closely correlated with thinking and speaking and with reading and writing skills. There are a number of factors that influence the efficacy of listening, according to Taylor¹⁴. When the message is challenging, the environment conducive, the health of the listener good, and his attitude toward learning positive, then listening is beneficial. Other factors include the ability of the individual to understand the meaning of spoken words, to identify similar associations with them. In addition, he must organize the ideas conveyed in some meaningful manner, and be sensitive to the moods or nuances of the speaker or source of communication. Dale¹⁵ suggests that people stop listening when too many ideas are being fired at them too fast. When speakers do not suggest an action, listeners' attentions drift. Persons who are involved hear accurately—a keen listener has questions in mind, which he hopes will be answered.

¹⁴ Sanford E. Taylor, *Listening, What Research Says to the Teacher*, No. 29 (Washington, D.C. Department of Classroom Teachers and American Educational Research Association of the National Education Association, 1964).

¹⁵ Edgar Dale, 'Why Don't We Listen?' *The Newsletter*, Vol. XXVIII, No. 6 March 1963 (Columbus, Ohio: Bureau of Educational Research, The Ohio State University).

According to Taylor to be fruitful a listening program should include the improvement of classroom acoustics and the creation of an atmosphere encouraging effective listening. The teacher should estimate the amount of time students spend in listening, and other methods should be alternated because it is impossible for students to sustain high levels of attention to one voice for extended periods.

Students must realize the importance of listening by evaluating and trying to improve their own habits. Certain activities can make them more sensitive. Teachers can draw attention to sounds and indicate what to listen for in the material.

A student can learn to distinguish fact from fiction, recognize pertinent ideas, and distinguish sweeping statements that are not based on given data. Finally, he can learn to avoid the hazards of careless listening.

The Tape Recorder

Tape recordings are widening avenues of communication. Schools trade tapes with one another, as do students and teachers throughout the world. A class might correspond by tape with students abroad in Armed Forces Dependents Schools or in schools founded by American firms for the children of their employees stationed abroad. An organization known as World Tapes for Education, Inc. offers a tape exchange service for teachers and students throughout the world.¹⁶ One of its tapes, for instance, prepared by Vernon B. Schultz, is titled, "Favorite Foods of Arizona." A periodical, *Tape Topics*, is its official publication.

For class use, short original plays depicting situations appropriate for child development or family life classes can be taped. Interviews with young homemakers about the problems of food buying, or with an elderly person about his nutrition problems, are other possibilities. Imaginative teachers will think of many ways to use this excellent teaching tool.

The "gossip clinic," a variant of the old game of "rumor," is an effective method of emphasizing the difficulties of communication, and here, too, the tape recorder can be used. Have one student tell another about a simple classroom incident or other suitable situation, recording his tale. The recording is continued as the second student relates the incident to a third who has not overheard the previous conversation, and so on. This can be done with five or more students, who ultimately analyze the recording to discover where communications broke down and to speculate about possible reasons for whatever misinterpretations cropped up in the retellings.

¹⁶ World Tapes for Education, Inc., P O Box 9211, Dallas, Texas

Recordings

One of the promising practices in teaching home economics is the use of popular phonograph records. This auditory aid is particularly helpful in highlighting certain aspects of personal, social and family living as experienced by individuals in the group.

Recordings demand a minimum of effort in operation and setup. If the school does not have a phonograph, one can usually be borrowed. Only a small portion of the class period need be devoted to the playing of recordings, yet in that interval an appeal can be made to the emotions and intellects of the listeners, providing a background for lively discussion.

The methods for using recordings will vary with the particular needs of the group. Playing a recording should not be an extraneous experience, but should be incorporated into the plans and purposes of a program. It can be utilized in practically every area of home economics and at all levels.

In a clothing class, the teacher wished to use a new approach in relating clothing to personality. The recording, *Tenement Symphony*¹⁷ was selected as a teaching aid. Students were asked to imagine the attire of each character portrayed in the recording. During the discussion that followed the girls were challenged to clarify the basis for their comments. Did they, for instance, associate certain kinds of clothes with specific personality traits, occupations and economic status? Were the associations stereotypes?

The problem of overweight was emphasized in a study of nutrition by playing the recording, *Too Fat Polka*¹⁸ which dramatizes the impact of obesity on social acceptance. The same recording might be used in a discussion of the social and family problems besetting individuals who are overweight. A high school teacher was concerned about the predilection of her students to wholeheartedly adopt food fads and fallacies. To set the stage for an examination of the problem, the teacher played the eulogistic recording, *Black Strap Molasses*¹⁹. The absurd attributes claimed for certain foods led the class to explore the scientific principles involved in determining nutritional adequacy.

¹⁷ *Tenement Symphony* from film *Big Store* by Borne Kuller. Golden artist Tony Martin. RCA Victor recording 20 3274 78 rpm.

¹⁸ *Too Fat Polka* composer Maclean Richardson artist Arthur Godfrey. Columbia recording 38761 78 rpm.

¹⁹ *Black Strap Molasses* composer Carmine Ennis and Marlon Harrington artists Danny Kaye Jane Wyman Jimmy Durante Groucho Marx. Decca recording 27748 78 rpm.

In a foods unit, the recording "Grandma's Thanksgiving"²⁰ could be the prelude for a discussion of family celebrations of holidays, family food traditions, the service of holiday meals, appropriate foods for a Thanksgiving menu, and how to dine in someone else's home. It could be used, too, in a family life course to discuss traditions, the role of relatives in family life, and entertaining in the home. In a study of family relations, the teacher played the recording, "A Cow and a Plow and a Frau"²¹ as a springboard for a discussion of the hopes, dreams, and aspirations of a young man looking forward to marriage. A comparison of his ideals was made with those of class members, and his views on the roles of wife, husband, and child were compared with the students' expectations for them. The class also compared their views with his on the importance and kind of material possessions a family should have.

"Commuter Blues"²² is a song that emphasizes the problems of suburban life. Students in a housing or family relations unit may use it as a springboard into a discussion of the impact on the family of the commuting father and the advantages and disadvantages of living in the suburbs. A section describing the attributes of many cities from the recording "Manhattan Tower"²³ provides a good background for a discussion of the intangibles that make an individual or family like or dislike where they live.

The enterprising teacher might profitably make a survey of recordings suitable for other areas of home economics. An examination of record catalogs should furnish ideas, and radio programs of recorded music offer preview possibilities. Students themselves frequently suggest records that come to their attention.

Telelecture

Through an amplified telephone system, students can hear guest speakers talk to them at a time in their learning when such a resource is helpful. For instance, students in a discussion on various aspects of family finances could hear a banker outline a bank's services, the head of the

²⁰ "Grandma's Thanksgiving," from a poem by Lydia Maria Child, expanded by Frank Cunkie with music by Harry Smcone, artists, Fred Waring and his Pennsylvanians, Decca recording 74529, 78 rpm

²¹ "A Cow and a Plow and a Frau," from "Arms and the Girl," lyricist, Dorothy Fields, artist, James Melton, RCA Victor recording 10-1533-A, 78 rpm

²² "Commuter Blues," a Ray Charles Album, *Sunrise Serenade* series, side 2, Decca recording DL8838, 33 $\frac{1}{3}$ rpm

²³ "Manhattan Tower," composer, Gordon Jenkins, artist, Beverly Mahr, Decca recording 40087, Side 3, 78 rpm



Figure 10-4A and 10-4B. A Telelecture plus an "Electric-Writer" have exciting possibilities. (American Telephone and Telegraph Company.)

credit department in a department store could describe the operation of a charge account; a stock broker could explain investment plans. Two or more classes in distant cities can be linked together by telephone, so their students can share experiences, or several home economics departments could be linked by telelecture to profit from the ideas of an outstanding consultant. A supervisor or college professor could lecture to hundreds of

teachers miles away from the speaker and from each other. The telelecture can be enhanced by the use of slides or transparencies shown concurrently to give a feeling of personal contact with the speaker.

The telephonic Electrowriter enables one to transmit written messages over telephone wires to an audience while he is talking to that audience by telephone. The material must be written or drawn. No photographs or printed copy can be transmitted. The lecturer uses a special stylus and writes on a roll of paper. What he writes is transmitted almost instantly from one telephone to another equipped with a receiver, the stylus of which reproduces the sender's message on a screen. The stylus can also be made to point to parts of the written message that the speaker wishes to emphasize. A member of the audience may question the speaker, and if figures or drawings are needed to amplify the answer, he may use the Electrowriter for illustrative purposes.

Radio

Radio is more than ever a powerful medium of communication and the home economics teacher should make every use of it. Radio's provocation of mental imagery is great. On shortwave receivers, programs from other countries may be heard, and reception of many nations is usually good. Practically every home in the United States has one or more radio sets. Nearly every car has a radio and portable radios accompany many people almost every place they go.

If there is a local radio station that cooperates with the school, students might participate in programs that are an extension of their classroom activities. Students might offer hints about homemaking, child care, family relations, consumer education, and so on, selecting topics that require only a few seconds to outline nicely. Such short items, only twenty-five to one hundred words in length, could be prepared in connection with a topic they are studying.

Listening to a disc jockey's program to identify personal and family values or problems highlighted in the recordings might be an interesting homework assignment. The teacher or students could tape record outstanding radio programs for use later in the classroom.

USE OF MULTIPLE MEDIA

Interest is increased and better sustained when students are presented with several effectively combined media. Bizarre or exotic effects should be avoided.

Students can assist in planning and presenting shows combining slides with tape recorded sound effects. For example many students do not eat an adequate breakfast. To develop enthusiasm for breakfast, a short program to be given during an assembly period or to club or home room groups could combine attractive slides of breakfast foods with the sounds of foods being prepared—bacon sizzling, toast popping, eggs frying, juice being poured, the crackle of milk being poured on dry cereal. A cartoon effect on some or all of the slides might add extra appeal. In addition to the sound effects, students might give a running commentary on the importance of breakfast. The sounds should be synchronized with a story board of slides in sequence.

Projected materials can be used with nonprojected demonstrations. For a fashion show backdrop, a slide of a department store window or a street in Paris or New York might be projected with a rear view screen on the back wall. For role playing or short dramatic sketches, a slide of a living room or kitchen wall can simulate the background and lend realism. Slides with captions may be flashed on the wall and students might pantomime action to accompany the ideas. Consider how you might use a flannelboard and a tape, a recording and minute drama or a print of a famous painting and a recording of a poem.

Rear Projection

In behind the screen projection, the projector is behind a translucent screen. The audience in effect looks into the projector lens, which is greatly magnified and diffused by the screen material.

The advantages are many. The teacher can operate the projector while facing her class. It is not necessary to darken the room, indeed, the projector and the rear-view screen can be used out of doors. Students can have plenty of light to take notes, follow instructions that are being viewed, or actually work on projects before them while the projector is in operation. The projector may be set up in a corner of a room for a group of students to view slides, filmstrips, or 8mm films without need for blackout curtains.

Rear projection appears professional. The audience has fewer distractions, for projector and the projection noises are in the front of the room. The teacher can stand before and point to the screen without throwing shadows on it.

Some of the disadvantages are that the mirror requires adjustment for proper reflection. A special screen, which is curtained on all sides, is another requirement. More space is needed for rear projection, which is best in a long narrow room.

In spite of these drawbacks, most authorities believe that the final results are worth the extra effort. Combinations of rear-view screen and projectors in a cabinet are available, which lessen the effort and offer many possibilities for classroom use.

Multiple Screens

The principal use of multiple screens and projectors is to allow students to examine several images for purposes of comparison. For example, colored slides highlighting different aspects of color and line in dress or in furniture may be projected side by side to demonstrate an important point. Differing floor plans might be thus compared. Before and after transparencies of a refurnished room, an altered dress, a student who had changed her appearance by improved grooming are among many possibilities.

Another function is to present a general situation, plan, or concept on one screen while pertinent details are worked out on the other. A student's budget, a wardrobe plan, or ways to make a recipe less expensive might be illustrated. The latter is especially appropriate for transparencies on the overhead projector. Another dramatic approach is to project an image or images and then to superimpose text or graphic material.

A multiple screen presentation takes careful planning and effort, and should be used only if the end result is worthwhile. The technique should not be used if a lot of gadgetry is the price of a little learning.

Listening Corner and Learning Center

A table in the back of a room can become a listening corner where a record player or a tape recorder with multiple headphones is set up. Students might listen to dramatic sketches or popular recordings, including folksongs for interpretations of social significance which may have an impact on the home.

Teachers and students can build a library of their own taped interviews. Dr. Elizabeth Munves of the Home Economics Department at New York University, for example, interviewed mothers in Washington Square Park about the snacks their children enjoy. Students might similarly record opinions about the characteristics of a good husband or wife, how to handle family money problems, the management of time and so on. Individual viewers for filmstrips or slides are helpful in illustrating specific subjects. A collection of cartoons, prints, photographs and other teaching aids can also be adapted for use by individual students.



Figure 10-5. Carrels for independent study become a learning center (Courtesy of Educational Facilities Laboratories)

Considerable interest has been demonstrated in individual study units where students have access to books, equipment, and audiovisual materials so that they may pursue a problem independently. Carrels for such studies can be located in the school library, in a classroom, or in a laboratory. An inexpensive way to provide individual work spaces is to place partitions on ordinary tables.

As a substitute for the conventional laboratory furniture, a circular unit can be divided into separate stalls for experimental work. The walls of each section provide space for hanging charts and the like, and there are shelves for reference books, compartments for a microscope and other laboratory equipment, and such audiovisual aids as an individual film-strip viewer or movie projector. Such a unit can be set up as individual studies or as stations through which the student progresses from one to another, each station being a step in a task sequence. Students progress at their own rate of learning and are more inclined to rely on their own decisions and to develop individual research projects.

Information Retrieval

Through a dial access information retrieval system, according to Stewart²⁴ a student on his telephone might dial a history lesson from his dormitory at night, a young couple might dial a family finance lesson during some free time, a teacher might dial for an evaluation lesson during her free period at school. At Michigan State University, there is in operation a variant of this idea, a campus audio network available to 13 000 students. Dormitories are equipped with multichannel audio circuits providing programmed materials on various subjects. Listening guides, which explain the operation of the system, are placed in student mailboxes, as are schedules of material currently available. Television receivers might be adopted for viewing a film or illustrated lecture through a dial access system.

Computers

The so called electronic brain is a highly sophisticated information-handling device. It has added a new dimension of efficiency to industry and has demonstrated its usefulness to education.

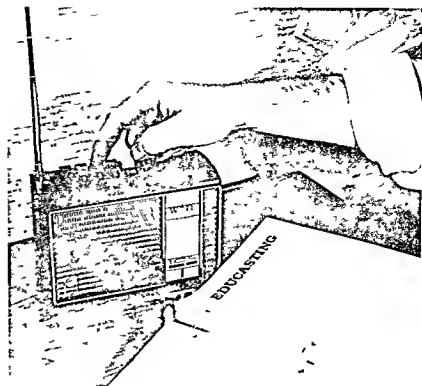
The computer has a number of possible uses in home economics. In dietetics,²⁵ for example, menus could be planned by examining all possible combinations of food items based on nutritive value, availability, price, and other factors. The resulting menus are more interesting and less expensive as well as being nutritious. The computer could further adapt the menus for all ages and for certain modifications. In the future, students may be able to plan budgets, make original recipes, chart schedules for the most efficient use of time, devise color schemes for room decoration or personal wardrobes, and secure information about ways to solve personal and family relations problems. Among many deterrents, however, is the problem of successfully programming a computer, for the quality of its output is directly proportional to the quality of the input.

For the teacher the computer may aid in providing information about changes that may be expected in students through the use of certain instructional devices, project a history for a particular student, and aid in scheduling class activities.

²⁴ Donald Stewart, 'Dial Access Information Retrieval Systems for Education' *Articulated Instructional Media Program Newsletter*, The University of Wisconsin, Vol. 11 No. 3 (September 1965).

²⁵ Wendell A. Clithro 'The Computer as a Dietetic Tool,' address given at the American Home Economics Association on June 22, 1965.

Figure 10-6. Programmed instruction on a specially designed FM radio for home study. (Educating Systems, Inc.)



Programmed Instruction

This form of instruction involves teaching machines and scrambled books which, according to Cram,²⁶ have three common characteristics. (1) they permit the student to work individually, (2) they present information to the student and his responses receive immediate feedback that reinforces accurate learning; and (3) they allow the student to learn at his own optimum speed.

There are two major methods of constructing programmed instruction. In both methods, educational objectives must be clearly stated first so outcomes can be determined. In the *linear method*, there is an ordered sequence of stimulus items. The student moves forward from one to the next in small steps, thus maximizing the likelihood of success by minimizing the likelihood of failure. In the *branching method*, his response is a test to determine if the student has grasped an essential bit of information. The student may make frequent errors, but each is explained to him and makes a contribution to learning.

The advantages are that students may progress at their own speed with little supervision. They can absorb certain types of information by themselves and leave more class time for other important learnings. For example, in home economies students might learn simple clothing construction techniques, nutrition facts, ways to save time and energy, food preparation information, and the principles of color and design.

²⁶ David Cram, *Explaining Teaching Machines and Programming* (San Francisco, Calif.: Fearon Publishers, 1961)

Cross, A J Foy, and Irene F Cypher *Audio visual Education* New York Thomas Y Crowell Company, 1961

de Grazia, Alfred, and David A Sohn *Programs, Teachers and Machines* New York Bantam Books, 1964

de Grazia, Alfred, and David A Sohn *Revolution in Teaching*, New Theory, Technology and Curricula New York Bantam Books, 1964

Erickson, Carlton, and W H Erickson, *Fundamentals of Teaching with Audiovisual Technology* New York The Macmillan Company, 1965

McLuhan, Marshall *Understanding Media The Extensions of Man* New York McGraw Hill Book Company, 1965

Miles, Matthew B *Innovation in Education* New York Bureau of Publications, Teachers College, Columbia University, 1964, Chapters 8, 9, 12, and 22

Magazines

AudioVisual Instruction, published by the Department of Audio visual Instruction, National Education Association, Washington, D C

AV Communication Review, Department of Audiovisual Instruction, National Educational Association, Washington, D C

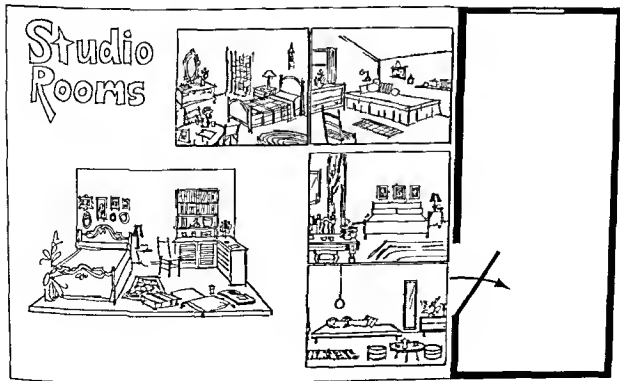
- 5 As you become familiar with aids in home economics, do you find any subject matter areas for which there are few aids? What steps might be taken to alleviate this situation?
- 6 Throughout teaching many aids will come to your attention How might they be evaluated?

assist students' learning by drawing their close attention to an idea by giving its abstract meaning concrete expression or by visualizing the steps in a process. The purpose of a display must be well defined, its message, clear and interesting. To be successful, displays must command instant attention, drawing the eye and mind of the viewer quickly to the focal point of the display. The goal is accomplished through judicious use of harmonious line and mass, colors, directional signs such as arrows, and lettering. Contrasts can be emphasized through combinations of dark colors with light, warm colors with cool. Captions should be succinct and prominent. Appropriate, clear lettering should be used for captions, titles, and labels. Perhaps most important, a display should be well lighted. In addition, the display must be suited to the audience.

Bulletin Boards and Posters

Bulletin boards should be a prominent part of major classroom activities. Bulletin boards can be planned jointly by students and teacher. If there is sufficient bulletin board space in the classroom, several groups of students might work out separate but coordinated ideas in a theme. Finding fresh ideas for a tackboard or bulletin board is often a great chore for a teacher. Actually, ideas are everywhere. Advertisement layouts, magazine article illustrations, and commercial posters, window displays, and billboards may suggest ideas adaptable to class purposes. Television com-

Figure 11-1 A preliminary sketch of a bulletin board facilitates implementation
(Reprinted from *Seventeen at School*)



mercials frequently have unusual treatments that may spark an idea for a bulletin board display. Brainstorming sessions with students are fruitful. The teacher who develops in herself and her students an eye for bulletin board material will not lack ideas.

A bulletin board treasure chest of two- and three-dimensional materials might be collected by the teacher and her students. Collect materials that are soft, rough, smooth, shiny, colorful, and of irregular and geometric shapes to make your bulletin board more interesting. Rope, yarn, heavy or well-starched string in different colors, split bamboo, twisted aluminum foil, cork, wood, plastic foam, thin sheets of aluminum or copper, buttons, thumbtacks, and a variety of ornamental pins can be used to letter captions. These might also serve to tie parts of the bulletin board together, such as strings from the caption to jackets of books, photographs, pamphlets, or other objects.

People can be depicted by figures made from pipecleaners, bent wire, or paper doll cutouts. Stick figures can be made of toothpicks or torn paper, silhouettes, from paper or fabric, figures in the shape of a spoon from cork, cotton batting, velvet, burlap, fur, leather, wire screening, steel wool, or ribbons.

The background for the display will be more interesting if some or all of the bulletin board is covered with such textured materials as fishnet or other types of netting, wire screening, corrugated cardboard, cheesecloth, burlap, or mesh bags of the kind used for fruits or vegetables. Newspaper want ad sections make an interesting background. Novel effects can be secured by sprinkling sequins, glitter, sand, or gravel on glue spread over heavy paper or cardboard, by hanging things from a piece of pegboard, or by using moss, sponges, pieces of bark, excelsior, tinsel, paper doilies, raffia, balloons, sawdust, crushed cellophane, plastics, cork, and tile in different ways.

Following are some suggestions for "pegs" upon which to hang the main points of displays. All can be adapted, and perhaps they will stimulate other ideas.

- 1 A clock or calendar is useful in highlighting a time management topic.
- 2 A question—say, "Do You Know?"—may be asked, the body of the display supplying the answer. For example, questions and answers might relate to the correct utensils for certain food-preparation techniques, such as wooden spoon for stirring hot mixtures, to safety rules, to table settings, and so on.

- 3 A puzzle or riddle might be made the setting for bulletin board matching themes matching appropriate fabrics to certain garments, toys, to children of different age groups, or suitable clothes to specific occasions
- 4 The principles or equipment of some familiar game, such as baseball, might offer a means of charting the progress of a class through a certain learning unit, such as clothing construction On a baseball diamond serving as a background, progress would be charted as a runner moving from base to base Charting progress as climbing a ladder, traveling a highway, or taking a plane trip are other ways of maintaining interest
- 5 The use of an incomplete sentence can be provocative 'Testing Your Nutrition IQ' might be suitable for this type of bulletin board
- 6 Principles, such as those studied in connection with vegetable cookery, storage of food, laundering of certain types of fabrics, or the arrangement of furniture in a room, might be dramatized In vegetable cookery, for example, the difference in appearance of vegetables cooked for a short period and a long period could be portrayed by colored sketches
- 7 Appropriate nursery rhyme characters can be depicted as the spokesmen for important points or generalizations in regard to management, nutrition, or family relations
- 8 Words common to home economics, such as *recipe* or *pattern*, might be used as theme words for other situations, such as "A Recipe for Dating Practices," or "A Pattern for Good Grooming"
- 9 Items such as combs, toothbrushes, empty cartons, fabrics, sewing notions, or small kitchen equipment, give a striking emphasis to tackboard messages For example, an empty cake-mix carton or one from the many convenience potato products might highlight a display of how these products can be used creatively Some of the new aids to help the home sewer might be another topic
- 10 The past and the present may be contrasted with "then-and-now" pictures showing types of homes, furniture, kitchen equipment, or clothes identified with certain periods of history
- 11 Relationships can be dramatized on the tackboard Topics might include foods related to seasons, income related to type of expenditures, nutrition related to health, and personality traits related to popularity

These suggestions for bulletin board materials, design, and uses apply as well to posters. Materials that might be used for letters are tape measures, rubber bands, colored plastic tape, yarn, braid, ribbons, rickrack, or copper wire. Paper sculpture can form an interesting effect on a poster.

Students can be very creative in the preparation of posters, which might be signed just as artists sign pictures. This is an excellent way of giving a student recognition. In addition to the materials mentioned, tracing paper will help to trace designs or ideas from newspapers, magazines, pamphlets, other posters or sources. Posters can be designed to highlight safety in the home or in the laboratory, encourage good nutrition among adolescents, define proprieties in dating practices, point out the characteristics of femininity, advertise opportunities for volunteer work in the community, and so on.

Chalkboards

The chalkboard, or blackboard, is probably the most frequently used device in the classroom and unfortunately is the one most taken for granted. What goes on the board becomes important to the learning of students.

To be effective, material written or drawn on the chalkboard must be easily seen, even from the rear of the room. The board should be free of chalk dust and smudges. Erasing with a uniform, straight-downward motion is more effective than a circular, scrubbing action. Chalk can be shaped to a square end, a rectangular end, an oblique end, or a fine point, so that lines of different widths can be drawn—some broad, some delicate. Different colors help to enliven an illustration. The choice of the best color of chalk is largely determined by the color of the board, so the teacher may wish to experiment. Yellow chalk provides a better contrast than white on a blackboard. Clear, legible handwriting should be practiced. The art of simple, neat lettering is one the home economics teacher should master, for the importance of good spacing is obvious. Never crowd letters, symbols, or other chalkboard material.

Cartoon effects can liven up chalkboard material. By a few simple lines, a humorous touch can make otherwise dull study material memorable. Students in a home management course can summarize some of the basic principles of saving time and energy through the use of stick figures. A teacher may draw attention to the care of certain laboratory equipment, to certain aspects of classroom behavior, or to proper concern for other people by the use of comic sketches. She may give a needed change of pace by a "chalk talk" in which important points are illustrated by clever

drawings Use of an opaque projector makes blackboard sketching relatively simple Pictures, cartoons, floor plans, patterns, charts, graphs, and diagrams are projected onto the chalkboard in whatever size is desired, then traced with chalk Only such details as are necessary for the discussion need be outlined Students can help with the drawing Changes in or additions to the original sketch, as a result of class discussion, are easily made

Charts and Graphs

The function of charts and graphs is to enable students to see an idea Every individual is confronted with this kind of material daily in news papers, magazines, posters, in buses, subways, and other modes of transportation, and in displays in public places A teacher can help students to understand not only classroom materials, but also the information they are securing outside school

There are several kinds of charts

Time charts, sometimes called *time lines*, are schedules, of which rail road, bus, and airline timetables are excellent examples In home economics one of the best illustrations of a time chart is the schedule one sets up for the day's work A time chart divided into years by decades could be the basis for a depiction of the history of the kitchen range from primitive times to the present

An *organization chart* depicts the hierarchical relationships among an organization's departments or personnel For example, an FHA group might chart the statuses of its officers according to whom each reports It is very interesting to analyze who really has the power and whether it is accurately indicated by the chart

A *process chart*, or *flow chart*, indicates the sequence of steps in or the paths of movements in a process such as the cutting, fitting, and assembly of a dress, the baking of muffins, or the steps in making a decision

A *definition chart* depicts and identifies persons, places, or things in some systematic category In home economics, for example, a definition chart might be made of salad greens, various greens being depicted with drawings or photographs, each being named and perhaps further discussed in a caption

A *profile or line graph* is a graphic device by which students might keep track of how much they spend on, say, cosmetics or snacks over a period of time

Bar graphs could be worked out for a group of overweight students in a nutrition unit, comparing the amount of weight that each loses in a month

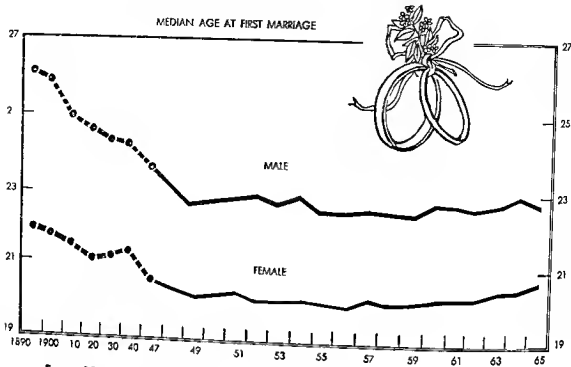


Figure 11-2 A typical line graph enhanced by illustration

Circle or pie graphs graphically showing how much time students devote to each of their usual activities in the course of a twenty four hour period could be helpful in analyzing where they are spending time un- wisely or inefficiently

Picture graphs or charts are a very effective way to bring an emotional dimension into a presentation of statistics. A chart relating age to time of marriage, such as the relative numbers of women who marry at seven, teen, eighteen, nineteen, and twenty years of age, might make some kind of effective use of a line drawing of a young woman looking at a wedding ring. A good heading for such a chart would be "Our Nation Marries Younger".

These charts or graphs may also be projected in the opaque projector, used in a flipchart, or made into transparencies for the overhead projector. Charts are an excellent device for helping students to think critically and to be accurate about their statements. They can be encouraged to think of personal implications of a chart or graph.

Dioramas

Dioramas are portable exhibits, three dimensional displays ranging from the miniature to life size, built in shoe boxes, dress or suit boxes, or larger cartons. Students can make a small circular revolving stage divided

into three or four sections Doll furniture, scraps of cloth, pipecleaners, sponges, sticks, cardboard, and other materials can provide the furnishings This aid is especially useful as a culminating activity in a unit One homemaking class made a dollhouse diorama to demonstrate unsafe practices in the various rooms of the home that included tiny curtains blowing over a range, a cluttered attic, and an octopus entanglement of extension cords Small-scale models of kitchen equipment and doll furniture can be used to furnish diorama room arrangements Dioramas make excellent exhibits at a fair, in a clinic or library, or for a parents' night

Exhibits

Exhibits are three-dimensional displays of full-size or simulated articles Exhibits can be displayed in many ways Those intended to draw public interest can be displayed in store windows, in a supermarket, school or public library, in a clinic, or a museum Many home economics rooms have a large showcase nearby which can be utilized to display exhibits informing the entire school population of home economics activity The doors of a glass case might be covered except for peepholes at various heights, through which people can peek into a well-lighted exhibit A question might be posted on a pegboard next to a display and the answer placed under a flap that must be raised A collection of fabrics, or garments that students have constructed, can be displayed on folding screens. Equipment, books, and other objects can be attached to a pegboard Pamphlets, books, and other accessories related to the pegboard materials might be displayed on a table in front of it Poles with plywood or heavy cardboard attached between them accordion fashion can save space Clothes-drying racks and low cupboards are excellent foundations for exhibits

Students should be encouraged to use a wide variety of materials for props or mounts Newspapers, enlarged photographs, cartoons, or sketches make good backgrounds Real objects or models of all kinds are appropriate For display stands, shoe boxes, gift boxes, and cartons, painted or covered with foil or paper work well, as do bricks, whitewashed stones, glass bricks, cinder blocks, and mailing tubes topped with cards Consider the use of dolls, broomsticks, figures cut from newspapers, and colored corrugated paper.

Magnitude in itself can be very important as an attention-getting device Large arrows, big numbers, pennants, broken or dotted lines, or giant letters are suggestions

Exhibits can be made to appeal to several of the senses at once. The odor of fresh bread cake, or cooked meat will attract viewers. People like to touch fabrics and to handle unusual vegetables or fruits and equipment. A strange sound that excites curiosity can be used as an attention getting device. Motion attracts attention. A concealed turntable can be used to animate an exhibit, a large mobile might be used to highlight some facet of it.

Exhibits that require viewers to participate in some way, as one in which a button must be pushed to start some action or in which the viewer participates in some simple experiment, become especially meaningful. Handout materials or reference materials should be placed nearby so that the viewers can have additional information about the topic under display.

Attractive and meaningful displays can be borrowed from many utility companies, mail order houses, banks, and other private commercial sources, as well as government agencies. These may be incorporated into ongoing class experiences or used for a schoolwide open house.

Flannelboards

One of the most dramatic visual aids for the home economics classroom is the flannelboard or feltboard. Students are fascinated when they see symbols, words, pictures, charts, and so on being affixed to the board without any visible means of attachment. The secret is that nappy materials, such as flannel, felt, and velvet, cling. Each symbol, picture, or chart to be used has cloth like the board's covering material pasted on its back, nap side out. Gently pressing a properly prepared article against the board causes the two napped surfaces to stick together until they are pulled apart.

The particular value of this device, in addition to its attention getting quality, is the opportunity it affords to illustrate immediately, flexibly, and graphically what is being taught or discussed. With it, the teacher can build up a complete illustrated story, part by part, point by point. The finished display is a memorable summary of the discussion.

Alert instructors will find many uses for the flannelboard. For example, when a class is exploring the problem of storage space in the home, the teacher might demonstrate very graphically the arrangement of shelves and stored articles in closets for clothing, for linens, for dishes, for packaged foods, for kitchen utensils or cleaning supplies, and so on. The outline of the closet can be indicated with strips of napped material, and

strips representing the shelves can be moved up and down to work out the most useful shelf arrangements

For a class studying kitchen planning, an outline of the kitchen is made of flannel strips, showing existing windows and doors and some indication of how the doors open and into what they lead. Upon this basic plan can be arranged diagrams, sketches, or pictures of ranges, refrigerators, sinks, and cupboards into L shaped, U-shaped, wall, or other types of kitchens. Students may wish to study their own kitchens at home by repeating them on the flannelboard. This method is helpful in exploring solutions to their individual work problems. Other rooms can be similarly analyzed.

The flannelboard is excellent for discussing clothing selection. Two identical silhouettes placed on the flannelboard can be used to show the differing effects of color, line, or design of different fabrics and fashions, or to illustrate the effects of accessories such as purses, beads, or belts.

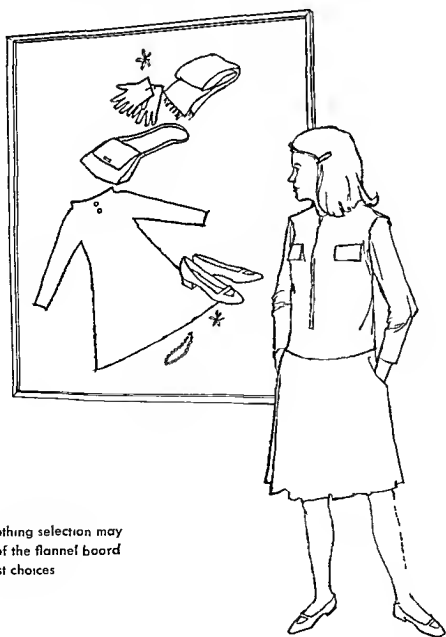


Figure 11-3 Clothing selection may be taught by use of the flannel board. Students select best choices.

Flannel-backed pictures of accessories might be placed at random on the flannelboard. Students will select the ones they consider most appropriate for certain costumes. Similarly, students may be asked to arrange in interesting ways various pieces of furniture, which have been mounted on flannel backs. Comparisons can then be made of their suggestions.

Planning and practice are necessary for successful use of this teaching aid. The first step is to decide upon the points to be emphasized in the presentation. Next symbols, charts, or pictures appropriate to the subject should be collected, backed with flannel, and arranged in sequence on a nearby table so that they can be picked up and placed on the board without hesitation. Each symbol or picture should be attached to the board at the time it comes into the discussion. If put in place too early or too late its reinforcement value and the attention of the listeners both may be lost. The teacher should practice placing the required symbols on the board so that she will be able to do it easily and without interrupting her talk or turning her back to her audience.

Because this versatile board is such a valuable teaching aid, the ingenious home economist will want to put it to wide use, in schoolwork as well as in talks or reports to clubs and community groups.

Magnetic Boards

The use of the magnetic board is similar to that of the flannelboard. The advantage is that the board will support small flat objects. The disadvantage is limited utility in comparison to the flannelboard.

This type of board may be purchased or made with the help of the industrial arts department. A thin sheet of steel based metal may be covered with flannel or other material and framed. An inexpensive paper with metallic backing is available. An institutional size baking sheet can be painted with chalkboard paint or covered with material and placed in the chalk tray or on an easel. A child's magnetic board, purchased in a toy department, can be used to good advantage.

Magnets or a piece of magnetic strip may be placed on the backs of pictures, plywood figures, plastic letters, or objects. Many chalkboards are magnetic, adding increased flexibility in use.

There are many ways to use the magnetic board. One school had a small board on an easel in the corridor near the home economics rooms, and exhibits were changed frequently. Students were attracted by notices, bits of catchy information, descriptions, or interesting points about elective courses, and the like.

Another school used the caption "Clothing Clinic Clues," for presenting

solutions to fitting problems such as the puckered sleeve, the sagging hemline, and the collar that will not stay flat. The figure of a detective with a magnifying glass might draw attention to one of the following: legal terms associated with buying a house, menu terms, types of cleansing agents, and the meaning of Social Security to a teen-ager.

A hook-and-loop board is covered with a material with tiny nylon loops. Very small nylon hooks are attached to the materials to be displayed. Objects up to several pounds may be supported. Tapes of nylon loops may be attached to the board if this plan facilitates the arrangement of a presentation. The advantage of this type of board is that materials do not slip or fall off as sometimes happens with a flannelboard arrangement. In addition, objects may be removed easily or replaced elsewhere on the board. The manipulative aspects of this board are a decided asset.

Flipcharts

Flipcharts are easily made from wallpaper sample books. Upon the blank backsides of the pages can be pasted or drawn material to be pre-

Figure 11-4. A hook n' loop board has many possibilities.
(*Ohio State Monthly*)



sented to the class. Large sheets of paper bearing the illustrations desired can be inserted into a map head on a stand. Sheets of paper or poster board bound with rings can be set up like a large looseleaf notebook on an easel.

Flipcharts are particularly useful as repositories of information, charts, and diagrams that are used repeatedly and often—for example, patterns, samples of drapery, upholstery, and clothing fabrics, samples of wall coverings, recipes, and so on.

Mobiles

This art form can serve not only as a decorative device but also to summarize facts or ideas of a certain aspect of a subject. The whole composition of a mobile should be pleasing and well arranged. Lightweight objects or pictures are strung on cord or fine wire. Mobiles can be hung from light fixtures, beams, or a ceiling hook.

A mobile might be made illustrating possible careers in a profession. In a nutrition unit a mobile can be used to illustrate the foods comprising the four essential groups. Toys suitable for a three-year-old may be depicted. The kind of sewing equipment needed for a certain project might be made into a mobile by students.

Models and Mockups

Models are three-dimensional representations, ranging in scale from miniature to larger-than-life. Their primary purpose is to explain processes or to elucidate the construction of something. For example, how the gears of an eggbeater work might be studied through a large working model of them. A model of a house might dramatize the influences of plantings or street entrances and the like.

In the process of building a model students must do research as well as design, layout, and fabrication, thus gaining deep insight into the thing being modeled.

Furniture models can be used to study various periods of furniture design, for purposes of identification, and planning for special purposes. Students can very profitably arrange and rearrange such models in a scaled floor plan of an allotted space until an artistically pleasing and functional arrangement is reached. Such matters as lines of traffic, interests of family members, and the like must be considered in planning wise use of space. Food models, made of wax, plaster, or *papier-maché*, are effective in teaching nutrition.

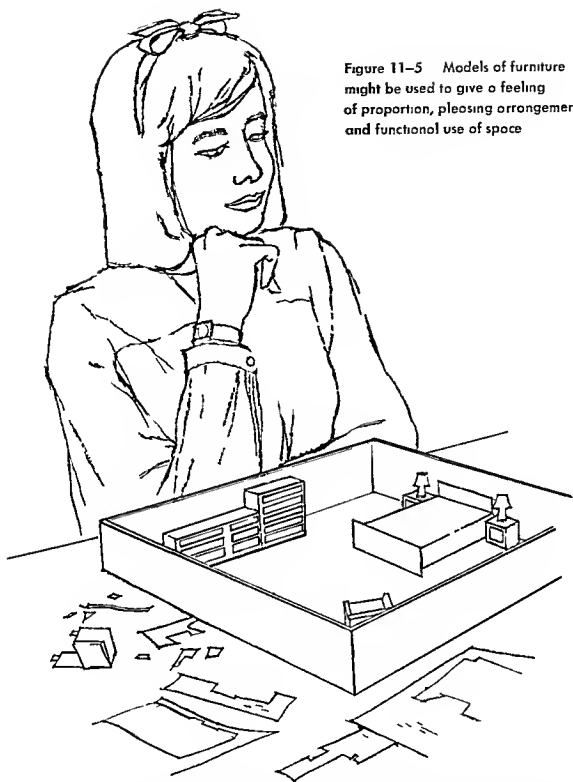


Figure 11-5 Models of furniture might be used to give a feeling of proportion, pleasing arrangements and functional use of space

Masks and dolls are types of model. One teacher for a clothing unit made a number of masks depicting various skin tones, and then draped fabrics around them so that students could see readily how colors and textures complement skin coloration. They can be adapted for an exhibit, used as bulletin board material, or in dramatics.

Mockups are much used by industrial planners and in military training programs. A mockup is a simple representation of a real object, such as a vacuum cleaner or an electric mixer, which has been constructed to highlight certain essential parts or functions. For example, one teacher made a mockup of the head of a sewing machine with the parts needed

for threading.¹ Students could practice on the mockup. This aid would be suitable in situations in which there are few sewing machines and students have limited opportunities for practice.

A mockup might help to explain how a light switch, a coffee percolator, a steam iron, or some other piece of household equipment works. In contrast to a model, which is complete, a mockup emphasizes only certain features

Suggestions for Further Learning

- 1 Select one of the instructional resources described in this chapter. How might this aid be used to challenge a belief, to apply a principle, or to encourage creativity?
- 2 Make a special effort to listen to student comments about a poster, exhibit, or other display aid. What are their reactions? Is there a difference between comments of students who participated in developing an aid and those of students who are seeing it for the first time? If so, what are the differences, and what is their significance?
- 3 Attempt an innovation in the use of display aids in home economics. Do some personal brainstorming—as an idea starter, think of the most *unlikely* ways to use these aids.
- 4 Consider ways to use display materials to keep the community informed about the home economics program.
- 5 Determine the unique contribution of each of the materials discussed in this chapter. The following references may be helpful:
 East, Marjorie *Display for Learning* New York: Dryden Press, 1952
 Kinder, James S. *Using Audio-Visual Materials In Education* New York: American Book Company, 1965

¹ Suggested by Dorothy Moskowitz in one of the author's classes

Instructional Resources: Graphic Arts and Realia

THE TYPE AND NUMBER of instructional resources available to teachers and to students are almost limitless. It is accordingly imperative that the teacher make a critical evaluation of resources, selecting only those that will give rise to rich, meaningful experiences.

RESOURCES IN THE GRAPHIC ARTS

Among the basic teaching materials are textbooks, reference books, newspapers, pamphlets, magazines, business sponsored aids, and photographs. It is important that students learn to use these resources wisely.

Textbooks

The wide use of textbooks is a western practice although the Chinese were among the first to use them. What makes a good textbook? Cronbach and his associates believe a textbook should permit the learner to "perceive new relationships, new patterns, and new forces as bearing a

positive significance to his activities."¹ Textbooks are a medium of communication that should help the learner to interpret and to respond to his environment. Educators feel that a textbook to be effective must build on students' past experiences, and in such a way as to prepare the students for subsequent work in a given area. To be useful, textbooks must be adapted to students' readiness—their reading readiness of course, but their emotional, experiential, and intellectual readiness as well. A textbook is good, then, to the extent that it helps accomplish educational goals.

In the home economics field we have given little thought to the manner in which our texts build upon accumulated knowledge. The home economics teacher might review textbooks and reference books against the following criteria. The books should have accurate, up-to-date content in the economic, psychological, sociological, and scientific aspects of every area of home economics education, and principles, concepts, and generalizations should be emphasized. Students should be able to find in them answers to questions they may have about their physical, emotional, intellectual, and social development. The books should include comparisons of family life in other lands as well as of cultural differences within the United States. Textbooks should also suggest to students ways to apply the knowledge they gain to their particular needs, interests, problems, level of living, family organization, and the like, perhaps by suggesting activities or posing problems. Textbook explanations should be readable and easy to understand.

Paperback Books

The home economics teacher will find it profitable—and fun—to browse through the paperback offerings of bookstores for books that might be of use in her classroom. Available are books on nutrition and consumer education, cookbooks, many of them highlighting recipes of nations all around the world, how-to-do-it books, such as how to refinish furniture or make toys, books geared to the problems and interests of the teen-ager, and fiction that might be used in the discussion of family life problems. The teacher may also discover books that would be helpful in planning of the curriculum, such as works on sociology, education, or psychology.

Students should be encouraged to find paperbacks appropriate to home economics. Many schools have their own paperback bookstores, and the home economics teacher may suggest appropriate titles to stock for stu-

¹ Lee J. Cronbach (ed.) *Text Materials in Modern Education* (Urbana: Ill. University of Illinois Press, 1955), p. 90.

Figure 12-1. Paperbacks are inexpensive, easily procured and add to a student's resources.
(Courtesy of Educational Facilities Laboratories)



dents' use. FHA, PTA, and service clubs may be willing to furnish paperbacks for the home economics department library. Paperbacks can be made more durable by fashioning stronger covers.

Newspapers

Most people take newspapers for granted, but they are one of the most versatile teaching aids available to the home economics instructor. Newspapers can enrich every phase of the subject.

The news section is almost certain to contain human interest stories about individuals and families. There may be a story of a family that has found a unique approach to a common problem. A newspaper clipping, particularly on something of a controversial nature, can be a good opener for a discussion on family relations, consumer education, child care, or home management. Students might be asked to clip news stories relating to the subject being studied. A bulletin board in the classroom for a daily change of such clippings could stimulate enlargement of students' range of subject matter for writing and conversation.

The classified advertisements section can be used in a number of ways. The wide variety of skills necessary to clothe a family becomes impres-

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The classified advertisements section can be used in a number of ways. The wide variety of skills necessary to clothe a family becomes impres-

sive when, in a clothing class, the students study in the help wanted listings the vocational opportunities and the qualifications required in various jobs in the clothing industry—models, fitters, textile experts, factory workers, department store clerks, and so on. The same may be done for the food or furniture industries. Rents and housing facilities in different sections of the community may be compared through a study of the real estate listings.

Display advertisements give the teacher innumerable suggestions for teaching materials. A classroom study of advertised prices of goods offered by different stores could be followed by a field trip to the stores to validate judgments of the information, appeal, and accuracy of the advertisements. Comparisons may be made among the advertisements of various newspapers. For example, do the advertisements of a tabloid differ from those of a conservative newspaper? Do the advertisements of the same store vary from one newspaper to another? Students may find it enlightening to explore the implications of their discoveries.

The woman's page of a newspaper offers timely pictures and stories about new products and equipment, foods, recipes, and menu-planning, fashions, trends in home furnishings, new developments in textiles, beauty hints, articles on marriage and child care, and suggestions for family finance. The information can be criticized by students in the course of their study of the various aspects of home economics.

From newspaper listings, students might study a week's schedule of radio or television programs to decide which would prove worthwhile to a whole family. Motion pictures can be evaluated through the reviews and the advertisements. Book reviews can be helpful to one selecting books for personal and family libraries.

It behooves a teacher to be a newspaper reader. The classroom cannot avoid the problems of the world, and the teacher has an obligation to point out to her students the role that newspapers play in their lives. Families become attached to a given newspaper, and they are not easily persuaded to change to another. The newspaper that comes into the home day after day through the years is bound to be a powerful force in the development of attitudes and values in parents and their children.

The class might profitably establish criteria for judging newspapers. How do different family members rate the paper? Which sections are most popular? To what extent are the special services rendered by a paper—advertisements, the amusement section, the book reviews, and so on—used? Is there something in the paper for every member of the family? What are its editorial policies?

Local newspapers are an excellent source of information about the

community, the students, and their families, and the local newspapers available in one's community might be evaluated in terms of the criteria the students establish. A local editor could be invited to talk to the class. A supervised trip through a newspaper plant is always interesting.

Newspapers from different sections of the country and different parts of the world might be brought into the classroom. Single copies of the same date of a few newspapers from various regions might be purchased for a small sum. The *Ayers Newspaper Guide* may be consulted for the address of newspapers. Newspapers with wide regional circulation and many news sources include *The Baltimore Sun*, *The Miami Herald*, *The New York Times*, *The Christian Science Monitor*, *The Cleveland Plain Dealer*, *The Des Moines Register*, *The St. Louis Post-Dispatch*, *The Chicago Daily News*, *The Chicago Tribune*, *The New York Daily News*, *The Atlanta Constitution*, *The Washington (D.C.) Post*, *The New Orleans Times Picayune*, and *The Los Angeles Times*. Any of several others might be selected. Copies of *The London Times* or papers from other parts of the world would be of interest. *The Wall Street Journal* provides excellent coverage of new products, new trends in housing and education, and consumer information.

Magazines

Magazines bring a wealth of material to a teacher that will be valuable in many ways. Obviously, the home economics teacher will be familiar with her own professional magazines, *Journal of Home Economics*, *Journal of Marriage and Family Living*, *What's New in Home Economics*, *Forecast for Home Economics*, and *American Vocational Journal*. Some of the magazines that may be helpful in keeping up to date in education in general are *Educational Leadership*, *The Harvard Educational Review*, *The Clearinghouse*, *The Instructor*, *The Grade Teacher*, *AudioVisual Instruction*, *Childhood Education*, and others. Magazines that will prove challenging and broadening for the teacher are *Daedalus*, *Horizon*, *Journal of Social Issues*, *PIRA* (Poverty and Human Resources Abstracts), *Saturday Review*, *Harpers*, *Atlantic Monthly*, *Natural History*, *Annals of the American Academy of Political and Social Science*, *New York Review of Books*, and many others.

Information about national and international problems may be secured from such magazines as *Time*, *Life*, *Look*, *Fortune*, *Current*, *Newsweek*, *Business Week*, and the like. The many magazines geared to the home are valuable for articles related to the areas of home economics that students might evaluate for accuracy, information, and new trends. Illustrations

provide bulletin board material and teaching aids. Some well known magazines are *Good Housekeeping*, *McCall's*, *Ladies Home Journal*, *The American Home*, *Better Homes and Gardens*, *Redbook*, *Parents' Magazine* and others.

Magazines for teen agers and young adults can provide information and classroom materials for the home economics teacher. Such magazines may include *Seventeen*, *Ingenue*, *Glamour*, *Mademoiselle*, and *Redbook*. Some of the ideas found in sophisticated magazines such as *Vogue*, *Harper's Bazaar*, *House and Garden*, and *House Beautiful* might be adapted for class use.

Magazines sold in the supermarkets and variety stores such as *Woman's Day* and *Family Circle* have many practical suggestions. In a similar fashion magazines designed for farm families such as *Farm Journal* and *Successful Farming* have ideas that may be valuable for urban families. Some magazines are free and are available in department stores, such as *My Baby* in the infants wear section, and news of fashions and fabrics from pattern companies at the pattern and notion counters. Some comic books present usable content in an interesting manner, they might prove helpful with slow learners or indifferent students. Students' own ideas might be presented in comic book form.



Figure 12-2 Magazines are the source of current ideas, photographs, bulletin board materials and other teaching ideas. (Courtesy of The New Yorker Magazine, Inc.)

A home economics teacher cannot be expected to read all of the magazines listed here or others. She will need to choose magazines that appear to suit her purposes best. Picking up an unfamiliar magazine occasionally from a newsstand can prove stimulating. Sharing magazines with fellow teachers and friends will widen resources. The chief advantages of a magazine are its up to date materials, articles by authorities, and its wealth of illustrative materials.

Pamphlets

Among the most authoritative sources of teaching materials are government pamphlets. Teachers may secure copies from the U S Department of Agriculture, the Children's Bureau, and other agencies. Every home economics teacher should have her name on the mailing list for the publications catalog of the U S Government Printing Office.² From this comprehensive list will come many ideas for available bulletins appropriate for classroom use. Pamphlets are available too from social institutions, community organizations, state and county government agencies, magazines, industry, life insurance companies, and many other sources. The teacher must select carefully so that accurate and interesting materials can be placed in the hands of her students. Many of these publications are free or very inexpensive.

Cartoons

Among the most effective yet inexpensive teaching aids is the cartoon—its succinct, humorous message is highly memorable to the reader. There are limitless ways in which cartoons can be used. Cartoons may be found in daily newspapers and in magazines such as *The New Yorker* and *The Saturday Evening Post*.

A high school teacher introduced a unit on dating by handing each student a cartoon and asking her to state the central idea presented. The cartoons covered many aspects of dating, including parental objections, popularity and unpopularity, kinds of dates, dating problems, ways to become acquainted, and the purposes of dating. The students' responses were written on the blackboard by the class secretary for further examination and analysis. When the list of ideas was completed, students pointed out aspects of dating that had not been covered by the cartoons, and the planning of the unit was thus given considerable impetus. In a

² *Selected United States Government Publications*, issued biweekly by the Superintendent of Documents, U S Government Printing Office, Washington, D C, 20402. Free.

child development class, students brought cartoons that emphasized desirable and undesirable aspects of child parent relationships. This activity aided in a summarization of information secured from reading, observation, and actual experience.

The cartoon can be used to highlight students' beliefs about a family issue or problem, students' social sensitivities might be aroused and challenged by examining their responses to cartoons highlighting national and international situations having an impact on family living. Students often read newspapers and listen to radio reports with greater discernment as a result of such an experience. They can be asked to write their responses, which indicate what they favor or disapprove of in the cartoon. The teacher can use these reactions for further discussion. Personal problems or questions of students can be detected in their responses, which also reveal the extent to which students use good judgment and sound understanding of the problem depicted in a cartoon. One teacher who successfully used cartoons as a means of evaluating student progress in a consumer education unit distributed cartoons depicting the principles and various problems of buying, accompanied by specific questions. In their answers, students revealed information about their own buying practices as well as the depth of their consumer knowledge.

To stimulate interest in a forthcoming unit on clothing selection, a teacher posted on a bulletin board cartoons that emphasized such points as family attitudes toward clothing, unwise spending for clothes, extreme fashions, the relation of clothes to personality, and the impact of peer approval on clothes selection. To lift housekeeping responsibilities in the laboratory out of the doldrums, an enterprising student committee illustrated the task list with cartoons. Humor was added to the performance of tasks, and the posted list was pictorially attractive. To promote the social graces and to improve food selection of students buying lunches in a school cafeteria, a student committee planned a series of posters. Cartoons were utilized to make fun of the line-pusher, the student who reaches for the largest dessert, the girl who holds up the line because she can't find her money, the gulper who doesn't take time to eat, the noisy eater, and the food faddist.

Students can make good use of cartoons as illustrations for individual reports. One senior, for example, created cartoons to illustrate her home-experience report on keeping house for a week. The following events were highlighted, the unexpected dinner guest who made a sixth diner when there were only five desserts, her consternation at discovering the imprints of tiny, grimy hands on towels freshly hung in the bathroom, the necessity of juggling the budget.

In the selection of cartoons a teacher must recognize that many are very timely and cannot be filed for future use, while others have a timeless quality. Since cartoons are perishable, they should be mounted or placed in a plastic envelope. The resourceful teacher will discover many other uses for this aid.

Photographs

Photographs serve an invaluable purpose in communicating ideas more effectively, in dramatizing the points made by words, and in making instruction more vital. Before choosing photographs, determine their exact purpose. They should not be shown just to provide busy work. No matter what the specific use, each photograph should be authentic, large enough, and clear enough to be easily seen. Photographs should convey information pertinent to the subject under discussion, and should be sufficiently interesting to hold the attention of the students.

Dale³ suggests the following criteria in judging photographs and reproductions to be used in the classroom:

- 1 Will it help to achieve a specific teaching purpose? For example, will large illustrations of how to frost a cake be helpful for students to study as they are performing this skill for the first time?
- 2 Does the photograph give a true impression? If students are studying homes in different regions of the nation and photographs of Pennsylvania Dutch farm homes are shown, do they represent authentic details and are they typical? For example, does every barn have a "hex" sign? To perpetuate ideas through photographs that all Dutch wear wooden shoes, that all Italians eat spaghetti, or that all Alaskans wear snowshoes is not educationally sound.
- 3 Is an accurate impression of size given? When photographs of fruits and vegetables are shown, what is the relative size? A student unfamiliar with zucchini, for instance, may assume it is the same size as a string bean.
- 4 Will a photograph contribute to a student's knowledge? It is pointless to show photographs of well-known articles, such as a chair. However, photographs might be helpful in identifying chairs of various furniture periods or for practical reasons.

³ Edgar Dale, *Audio-Visual Methods in Teaching* (New York: The Dryden Press, 1954), pp. 269-274.

- 5 Is imagination stimulated? If photographs of home made dress accessories are shown to a class, they should stimulate original ideas among the students
- 6 Is the photograph good from technical and artistic viewpoints? It should be in focus, have at least three gradations of tone, and have a dominant center of interest
- 7 Is there a main idea? This should be clear and attract prompt attention
- 8 Does the photograph have the proper amount of detail? Just a general shape is inadequate if students are to learn from photographs or reproductions

Students are inclined to explain a photograph in the light of their past experiences and cultural backgrounds, among other personal influences. Thoughtful viewing of photographs should be encouraged. As a teaching tool, photographs can be used in many ways. They can motivate a new interest, enrich reading, demonstrate a process, correct erroneous impressions, evoke emotional responses, and help in search for facts necessary to critical thinking. Because a photograph's most important function is to communicate, a teacher must be careful in her choice of words so that her comments and the aid complement and supplement each other. It is usually not fruitful to pass photographs around during a class period, for students generally do not examine them closely under these conditions. Learning from photographs calls for detailed study of them. Photographs should be placed on reserve in the library, laid out at a study table in the classroom, projected for the class with the opaque projector, or displayed in some way. One or two good photographs of something are better than dozens of indifferent ones.

There are many sources for these aids. Magazines such as *Life*, *National Geographic*, and *Look* are especially good. All the women's and teen age magazines contain good ideas. Publications geared to the house and home furnishings yield additional possibilities. Travel brochures, publications of city and state chambers of commerce, house organs of industries and businesses are other sources. Old calendars often provide excellent materials. Picture books like *The Family of Man*⁴ and *Family*⁵ are especially useful. Advertisements frequently contain excellent prints of photographs for all areas of home economics.

⁴ Edward Steichen and Carl Sandburg *The Family of Man* (New York: Maco Magazine Corporation, 1955).

⁵ Margaret Mead and Len Heyman *Family* (New York: The Macmillan Company, 1965).

Photographs may be available from the audiovisual center in the school or from the community library, but home economics teachers most likely will have to provide their own. A library of good photographs takes a long time to build. Students should be encouraged to help build the collection. By preparing their own photographs, teacher and students can precisely meet their specific class needs or interests. Photographs of a baby's christening, a wedding ceremony, unusual markets, foods not found in the community, or historical aspects of family living such as are to be seen in Williamsburg, Va., are stimulating possibilities. Student models can be used to highlight photographic studies of good posture, sound eating habits, and appropriate dress. Taking serial pictures of a growing child at different stages of development will enhance a child care unit. Pictures of children's clothes help demonstrate such points of design as self-help, easy care, and suitability. Photographs can be made of inexpensive flower arrangements, of the exteriors and interiors of different types of houses, of furniture, of students' hobbies—the possibilities are endless. Processes can be depicted by a series of illustrations, for example, the refurnishing or renovation of a room, bathing or feeding an infant, or shopping for groceries.

Photographs should be mounted before they are filed. If a picture is especially valuable, it should be covered with clear plastic or kept in a special envelope. Photographs can be sprayed with a protective transparent plastic. Examine the picture file periodically and eliminate those which are no longer useful. None should be kept unless it continues to make a positive contribution to teaching.

Use of Pictures

Pictures may be utilized in many ways in home economics. Family living in other countries might be analyzed through magazine illustrations, postcards, or travel brochures. Contrasts and comparisons are recommended, with an emphasis on family values. The influence of other countries on our food, home furnishings, and fashions offers still another interesting picture study.

An appreciation of the influence of time on the home can be fostered by showing art work of homes, clothes, furnishings, equipment, and even customs at different periods of our history. Also provocative as a subject would be technological changes that have changed our way of living, such as the advent of the automobile. Photographs of snacks, breakfasts, lunches, or dinners might be evaluated for nutritional adequacy and suitability according to criteria agreed upon by the class and those

established by authorities. Illustrations of boy-girl relationships, family situations, parent-child or child-community relations can provide a springboard for discussion. Photographs may be used for purposes of identification before a field trip, to acquaint students with the important things they are to see. They are helpful also in establishing standards. Consider photographs of foods under discussion, of the desirable equipment for a job, and of steps in utilizing time, energy, or other resources to best advantage.

The before and after photographs in magazines depicting such subjects as kitchen remodeling, room rearrangement, or good grooming, make dramatic illustrations. Students should be challenged not to accept the revised version without careful scrutiny. Are the changes justifiable? Could further improvements be made? Are any gross errors evident? Recognizing the problem or problems involved can be a valuable experience.

Sometimes an interesting illustration might be projected so the class can develop a story progressively. One person starts the story, the second one adds to it, and so on around the class. As each student makes a contribution, the teacher must be aware of its implications. Photographs are excellent, too, to interpret past experiences. A teacher might ask: Have you ever had an experience like this? What does this remind you of? Do you know of someone else who experienced this?

In working with students who have a reading difficulty, or with children who come from foreign backgrounds, photographs are invaluable in teaching about equipment, the steps in a process, how a finished product looks, and so on. Photographs may promote interest in a subject and thereby motivate reading.

This teaching aid can be employed, too, as an evaluation device. Having students describe their reactions to a photograph of an old man or woman may provide an opportunity to challenge stereotyped beliefs about age. Photographs placed around the room can test how well students are able to apply their knowledge. Views of a child having a temper tantrum or other behavior problem for a unit in child care, of parent student problems for a family relations unit, of various articles of clothing to evaluate proper selection for specific purposes, might be shown.

After an interesting report, a teacher might ask her students to sketch the pictures they have in their minds. Imagination, closeness to reality, points not understood, and other factors require the close attention of students and teacher.

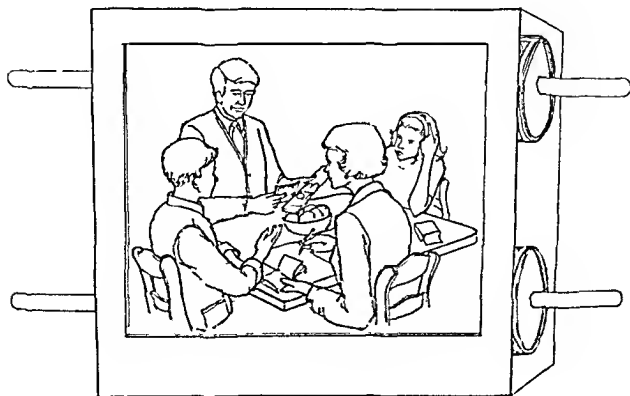
Broomstick Movies

Broomstick movies are *not* made with a camera. This device has been used largely in the lower grades but actually has appeal for all ages. A series of equal size posters giving pertinent information are fashioned into one long strip. Each end of the strip is then attached to a dowel or a broomstick stuck vertically through a box. The width between the two dowels is equal to the width of one poster. The strip is then wound onto one of the dowels. As one student reads a commentary, two others turn the sticks to wind the strip from one dowel to the other, poster by poster, at a pace geared to the commentary. Suggested subjects are managing money or time, the effect of weather on family living, or a comparison of historical and modern ways of doing household tasks, such as cleaning a room or washing clothes. The commentary can be written as the script for a narrated story, or as a play. Sound effects, staging, and similar devices may be used to enhance the show.

Paper Sculpture

Paper sculpture can stimulate creativity. By making objects of paper bags, newspapers, crepe or construction paper, and similar materials, students' talents can be released and developed. One class conceived a

Figure 12-3 Homemade movies are a possibility for student reports



snack tree, fashioned from paper with cutouts of suitable "snacks" hung from its branches. Paper sculpture can also demonstrate appropriate hair styles. This inexpensive material has many uses.

Business-Sponsored Aids

Business sponsored aids can extend experiences, motivate interests, add information, and stimulate learning in general, if carefully selected. Because many businesses distribute these aids free, the materials tend to be oriented toward the commercial aspect. However, they can be helpful in suggesting ways to use products and equipment to save energy, time, money, and materials, in the manipulation and operation of equipment and appliances, as well as their best use, care, and storage, in many aspects of family and personal health, in providing consumer education data, and in giving information about laundering and other areas of homemaking. Usually the subject matter is very up to date and provides a good supplement to textbooks. Materials that are overdramatized, produce fears and anxieties among students, overpromote a product, or are biased in claims have no place in the classroom. A teacher should also check on school policies before using these aids.

Maps and Globes

Maps and globes may assist both students and teacher to see important relationships. How land, water, animals, plants, climate, and other resources relate to the cultures and products of various countries can, with maps, be explored for implications on the problems of family living in those areas. The same method can be applied to determine the effects of housing, eating habits, clothes, kind of jobs for family members, and the like in various sections of the United States.

Flash Cards

Flash cards can be used to drill, to stimulate thinking, or to review important points. Either pictures or words may be shown. The names of different fabrics can be flashed and students asked to cite the identifying characteristics of each. The vocabulary in connection with a certain subject may be reviewed. In a first-aid or care of the sick unit, specific conditions (sprains, shock, nosebleed, and the like) can be flashed and students asked to describe the recommended treatment for each.



Figure 12-4. Students may study a map to analyze impact of geographic factors on family living

REALIA

The word *realia* defines authentic material or real things. The realia of home economics include household appliances and furnishings, food, clothing, and so on. Problems, ideas, and data are internalized better by the homemaking student when she has utilitarian contact with related material things. Realia provides students with rich, firsthand experiences, presenting what Dale ⁶ calls the challenge to distinguish between *knowing* something and *knowing about something*. He advises teachers to encourage students to use their eyes, ears, noses, hands, and muscles and to enjoy the vitality of firsthand experiences. Following are some suggestions

that may inspire the alert teacher to supply her students with vivid sensory experiences

In a unit in home management, students explored the criteria of effective kitchen equipment. The equipment in the laboratory was studied, and the class made trips to hardware and department stores to examine kitchenware. Several students brought eggbeaters and other small pieces of equipment from home, comparing them for ease of handling and efficiency of operation. In a clothing construction unit, a group of high school students compared blouses they had made with some ready-to-wear blouses. A local department store permitted the teacher to borrow a collection of blouses of different fabrics and price ranges. In the classroom her students had an opportunity to compare the styling, construction, fit, and practicability (ease of cleaning or washing) of their blouses against those in the collection. Realia were similarly acquired and used effectively in study of the labeling of clothes. Realia can be made the focal point for an interesting study of the value of the information given on food and appliance labels.

Figure 12-5 Students become familiar with many vegetables



Students in a foods class realized that their knowledge of cheeses was severely limited. The group brought many types of cheese into the laboratory. Here they were tasted, smelled, and examined carefully. The identifying characteristics of each cheese were then tabulated. This experience was amplified by using cheeses as ingredients in various dishes, and information about the effect cooking had upon each kind of cheese was added to the tabulation. The students even went on to make several kinds of cheese in the laboratory.

Tasting parties are fun and excellent experience for students at all age levels. One teacher made a foods quiz more pleasant by giving each student, as a question, a slice of cake to judge for appearance, flavor, and so on. Several elementary teachers asked a home economics instructor how they might help their pupils overcome a general dislike of vegetables. The home economics teacher suggested that the problem might be solved with the aid of realia. The elementary teachers asked their pupils to bring in from their home gardens as many kinds of vegetable as possible. Some less familiar vegetables, including zucchini and artichokes, were bought at market. The young gastronomes washed, scrubbed, and prepared the vegetables for eating. On a plate they put raw carrot strips, turnip slices, string bean slivers, spinach, chard, and cabbage leaves, and rings of green pepper to taste. Some of the vegetables were cooked, and a creamed vegetable soup was prepared. Seeing, smelling, and tasting these vegetables, the children overcame their dislike of many of them.

One home economics teacher widened the experience of students in regard to bread. In connection with a sandwich lesson for their lunch boxes, the teacher suggested that the following day each student bring a slice of her favorite bread. Before the laboratory lesson, each girl described the particular bread most pleasing to her. In many cases interesting cultural backgrounds were revealed.

Blindfold tests with real objects might be performed with small kitchen equipment, with different fruits and vegetables, or with fabrics. Concentrating on the feel of an object may give an entirely new dimension to the students' awareness. One teacher devised a game, in which students sat in a circle. A sheet or cloth was spread over their laps, and the teacher started passing various items around the circle. By the time the article had returned to her, a discussion was opened about its identification and its outstanding characteristics.

In a family relations class, students discussing legal and economic aspects of family life knew nothing of the form and content of such documents as marriage certificates, installment payment contracts, life insurance policies, property deeds, leases, and income tax forms until a lawyer, a banker, and several parents supplied specimens. Checks, bank deposit

slips, and receipts might be similarly studied. How much more interesting than merely reading about them in books! When students give reports about, say, the newest foods on the market or the best bath towel to buy for the money, they should be encouraged to have specimens to display whenever possible.

The home economics teacher should survey her community for sources of realia. She might assemble in her classroom a departmental museum of realia with which students should be familiar.

Suggestions for Further Learning

1. Examine several home economics textbooks designed for junior high school students. Evaluate the content and the suggested experiences for the following:
 - a. Sense experiences,
 - b. Direct experiences,
 - c. Use of the home,
 - d. Use of the community,
 - e. Challenge of values and attitudes,
 - f. Development of principles, generalizations, or concepts.
 Read the following reference for criteria for judging textbooks, then formulate your own standards.

Cronbach, Lee J. (ed.) *Text Materials in Modern Education*. Urbana, Ill.: University of Illinois Press, 1955.

2. Think of something in home economics that is difficult to explain to students who are inexperienced, unread, have vague or meaningless ideas, or simply do not understand. What kinds of teaching materials or methods might best be used?
3. Examine a recent homemaking magazine and a newspaper. How may a selection from each help in developing an objective in a unit which you will be teaching soon?
4. Read among the following references about photographs and photography, then consider ways to use photographs in teaching home economics.

Brown, James W., Richard B. Lewis, and Fred Harclerod. *A-V Instruction, Materials and Methods*. New York: McGraw-Hill Book Company, 1964, Chapter 21.

Dale, Edgar. *Audio-Visual Methods in Teaching*. New York: The Dryden Press, 1954, pp. 244-245, 247-248, 251, 256-258.

Williams, Catherine *Study Pictures and Learning* Columbus, Ohio Bureau of Educational Research and Service, The Ohio State University, 1960 Pamphlet

- 5 Ask each of a number of home economics teachers what her best teaching resource is. Categorize and evaluate your results in terms of challenges to critical thinking or values, or similar objectives. What are your conclusions?
- 6 Read the following book for clever ideas for visuals, then adapt at least three of the ideas given and discuss them with other teachers.

Horn, George F. *How to Prepare Visual Materials* Worcester, Mass Davis Publications, Inc., 1963

13

Instructional Resources: Home, School, and Community

IF THE HOME ECONOMICS program is to provide continuity in learning about the processes of home and family living, then attention must be given to the variety and quality of experiences available to a student in her home and community. Home and school learnings can thus complement and supplement each other. School learnings are often displaced by home learnings. According to Lane and Lane¹ more learning occurs from acculturation than from carefully planned sequential instruction. Values, customs, symbols, attitudes, and beliefs are acquired from family members, relatives, friends, and others with whom a student is most frequently associated during her developmental years. The teacher must keep in mind the strong influences of home and family when she is planning the home economics program. One way in which the classroom can complement the home and community is to emphasize that all aspects of every student's life should be rewarding. The school cannot compensate for all home and community shortcomings, but it can make an important contribution. The classroom can offer serenity to the child whose homelife is

¹ Mary Lane and Howard Lane, "Does Out of School Learning Demand Change in School?" *Childhood Education*, Vol. 36, No. 2 (October 1959), pp. 65-68.

fraught with anxiety, it can offer acceptance to the rejected child, it can offer some of the good things of life to impoverished students

HOME RESOURCES

Students must have opportunities in everyday life, especially in the home, to practice, to adapt, to test, and to enlarge upon school learnings. According to the American Vocational Association,² home experiences refer to

learning activities related to family problems which are planned, carried out and evaluated by the pupils in their homes under the guidance of the teacher and parents, for the purpose of personal development and improvement of home life

Brown³ interprets a home learning experience as

a learning activity, short-term or long term, to be done at home or in an appropriate out of class setting selected and planned to help achieve specific learning objectives, preferably integrated with classroom learning objectives and activities

Planning Procedures

Home experiences are best planned as integral parts of the homemaking program, not unpleasant assignments. An attitude toward developing experiences that emphasize the cognitive and affective types of learning, as well as the psychomotor, is important. In addition, attention should go beyond utilizing the physical aspects of a home such as furnishings, equipment, or food. Instead an opportunity should be provided for a student to solve problems in relation to these content areas, to see the impact of the community on her home, to appreciate the traditions and customs of her own life, to understand the dynamics of her family organization, and to meet other challenges. Experiences planned cooperatively by the teacher and her students for learning in realistic home and family situations, according to Samples,⁴ work out well. A closer link between school

² American Vocational Association, *Definitions of Terms in Vocational and Practical Arts Education* (Washington, D.C.: American Vocational Association, 1954), p. 15.

³ Marjorie Brown, *Home Learning Experiences in the Home Economics Program* (Minneapolis, Minn.: Burgess Publishing Company, 1963), p. 3.

⁴ Merna Samples, *Handbook for Home Experiences*, used at a conference of New Jersey Vocational Home Economics Teachers in 1956, p. 2.



Figure 13-1 Members of a California Basque family preparing a meal which reflects their background (*Sunset Magazine*)

and home experiences is another outgrowth. Students find that these experiences can be very meaningful, purposeful, and satisfying. In addition, homes and families may be strengthened. The teacher gains by becoming better acquainted with students and their families. Even an entire community can benefit, since neighbors, friends, and relatives may put ideas into effect that will produce a chain reaction of improvements. In this manner, family life education reaches more people. Preliminary to any planning in class, according to Samples,⁵ it is wise for the teacher to acquaint herself with how her students live, play, and work and to identify accordingly their needs, interests, and problems. She will need this information as background for helping her students plan home experiences that will be of the greatest value.

The next step for the teacher is to discuss with the appropriate administrator what is being planned, clearly defining the purposes and implementation of proposed projects. The teacher should be familiar, too, with the position of city, county, and state home economics supervisors on the matter of home experiences. Suggestions for guidance also may be secured.

⁵ *Ibid.*, pp. 5-6

Parents will be involved, hence the teacher should cultivate their goodwill. The program might be explained at a social function at school, or by letter or by telephone. Parents will often offer suggestions for experiences and ways in which they can assist. However, their role must be clearly defined. Generally they are eager to help in the education of their children.

In planning any unit or learning experience, a teacher should consider possible home experiences in a broad way that will relate or reinforce the classroom learnings. These may be discussed in connection with each lesson, and students may be helped to plan projects that are especially appropriate. With longer, more complicated units, or for vacation experiences, extra planning may be required and individual conferences arranged. Emphasis should be placed on cognitive aspects of learning, as well as on independent thought. Some class time may be used for planning, for checking on progress, and for reporting on home experiences, which should be related to class experiences whenever possible. Some students will have problems, others will become discouraged. There is considerable merit, however, in reexamining, replanning, and adjusting to new situations.

Careful planning will facilitate organization and prevent frustration since it will serve as a kind of blueprint. Plans for experiences should include a clear statement of the problem, goals to be achieved, step-by-step development in realizing goals, principles, information, and resources needed, estimated costs, role, if any, of family members, suggestions for evaluation, type of records to be kept, and form of the final report.

Home Visits

In communities where home visits have been established as a part of the home economics program, teachers generally encounter little difficulty in the continuation of the practice. Teachers should be aware, however, that there will always be a few families who for one reason or another will not welcome visits. In these situations, a teacher should try to establish confidence in the purpose of home visits.

A teacher must adopt the attitude that visiting homes is an integral part of a home economics program. She must develop empathy with the student and her family. On no occasion should she express superiority, shock, lightheartedness, or act in any way that might jeopardize the feeling of trust she is trying to develop. No teacher would consciously act so destructively, but she must be especially careful to conduct herself in such

a way that a cooperative attitude will be encouraged and that the family will welcome her visits

Home visits are generally oriented to the home experience of students, but it is not uncommon for other family members to seek advice on matters of concern. The procedures for home visits must be flexible. At all times, however, the teacher should be warm and friendly and should act as a partner in problem solving.

Unfortunately many home economics teachers cannot visit homes. Working mothers are not likely to be at home in the daytime, and home visits in the evening are inconvenient for both teacher and parents. Many teachers have crowded schedules and are not allowed free time for visits. In urban areas students may live long distances from school. The increase in enrollment also makes it difficult to plan visits.

The teacher who for whatever reason, cannot visit a student's home should arrange to meet parents at school functions or to talk to them on the telephone. She may walk through the neighborhoods where students live to ascertain some idea of markets, type of homes, and other characteristics and she should note carefully all information given in classes. Each teacher must work out the best way of gathering these important data about her students.

Evaluation

Appraisal of home experiences will center on the progress toward goals which both teacher and students hope to accomplish. Goals must be clearly defined and what shall constitute evidence of progress toward fulfillment of them must be established when projects are being planned. Reliance should be on tangible evidence rather than opinion.

Each student's ability must be evaluated carefully in planning these experiences. Superior students should be held responsible for more complex levels of organization and thinking, and learnings that will contribute to development of potentials and creative abilities. They are expected to be more independent in the execution of their projects. It follows that their work habits and skills will require special scrutiny. For the slow learner, the home experience may be relatively simple and of short duration. Several interrelated small projects may be more practical for her than a single large one.

Other factors must also be evaluated in the original planning. A student's home background will naturally influence the choice of experience. It seems rather pointless for a girl to consider the purchase of living room furniture if the family has no imminent plans to redecorate. It might be

better for her to examine her whole house or apartment, and to develop ideas for making it more attractive through a number of small changes that will bring satisfaction to the family. A teacher's familiarity with the homes of her individual students will be helpful in evaluating the feasibility of such projects.

The amount of home experience a student has had must be considered to avoid repetition. Since members of a class will vary considerably in their backgrounds, allowances and adjustments must be made. It is not uncommon for students to select experiences without realizing the competences required for the task. Goals must be realistic. The indices by which the progress of a project is evaluated should include the intelligence demonstrated in the use of resources and manner in which adjustments and adaptations were made. Some sort of record of progress should be kept. Evaluative records include logs, diaries, letters or statements of parents, rating scales, checklists, direct teacher observation of the student at work, inspection of the completed project, behavioral changes, illustrations cited by the student, such as changes in eating habits of younger sister or brother, before-and-after photographs, reactions of family members and friends to improved human relations, or applications made in class work of learnings developed in the home experience. Progress can be determined, too, during conferences with the student.

Suggestions for Home Experiences

The home economics teacher should work out with each of her students an idea for a home experience uniquely suited to the student and her home situation. Every subject area has great possibilities for challenging, exciting projects that will release the potential of a student. Here are a few suggestions that may trigger other ideas.

- 1 *Foods and Nutrition* Experiment and standardize an old family recipe. Plan and execute a low-cost party with appropriate refreshments. Plan and carry through a way to change an undesirable family eating habit. Analyze family food buying to determine ways of reducing costs and shopping more efficiently. Make a study of the nutritional adequacy of the diet of an older person in the family, such as a grandparent.

- 2 *Clothing and Textiles* Establish criteria and do comparison shopping for a school wardrobe for oneself or for a younger sister or brother, or for a lavette for a baby expected in the family. Compare the buying of household linens during January white sales and during regular shopping periods, bearing in mind quality and other criteria for a good buy. Experiment with a number of shortcuts in clothing construction, such as putting

in a zipper or new uses for sewing machine attachments. Keep a diary on the emotional effect of wearing certain clothes, taking into consideration other factors that may have influenced one's mood.

3 Management of Resources Analyze personal motivations for the saving of money and test them against actual performance. Read some references on saving time, and then experiment with the suggestions, evaluating the motivations and values that influenced the process. Set up some time and motion studies related to everyday tasks and find new and easy ways to perform them. With the assistance of family members, make an analysis of personal resources and plan for greater utilization of certain strengths and ways to overcome weaknesses. Analyze personal values that influence the management of resources. Explore community resources that would be helpful in managing family resources.

4 Use of Space Plan ingenious uses of storage space in a particular room, such as the kitchen, bathroom, or bedroom. Make a color analysis of furnishings in a home and determine possible effects of existing colors on moods or feelings of family members. Consider ways in which the outer and inner spaces of a home may be coordinated. Plan home recreation activities in terms of available space. Consider ways in which a home could be made uniquely attractive.

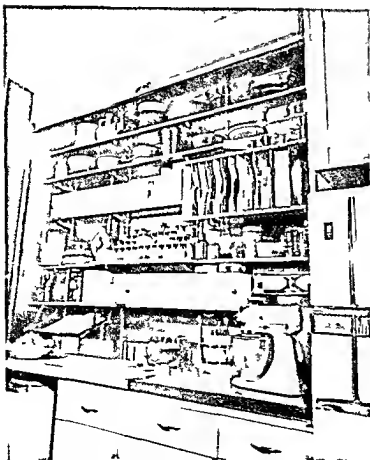


Figure 13-2 Effective kitchen storage may be a valuable home experience (Gas Appliance Manufacturers Association GAMA)

5 *Family Relations* Study the origins and functions of family traditions and customs. Analyze ways in which decisions are made in the family and suggest improvements. Explore ways to improve family relations in an area where there may be friction. Interpret the role the student plays in her family.

6 *Child Care* Observe children in one's own home or in the neighborhood, noting the characteristics of the various stages of development. Study ways in which clothing designed for preschool children appear to aid or hamper their development. Observe small children and their choice of toys.

Professional magazines, fellow teachers, parents, individuals in the community, and other resources should be tapped for ideas and inspiration.

IN-SCHOOL RESOURCES

Resources in school can make a unique contribution to learning. These possibilities are often overlooked.

Student Resources

The capacities of all students should be surveyed and utilized. One girl may have excellent ideas about choosing accessories, another may be expert at entertaining, both may be willing to share their expertise with other students. Students who have traveled may share their experiences in the shopping, eating, living, and family values of other countries. Those who work may have contributions to make—shopping practices as observed by a checkout clerk, the problems of a baby sitter, human relations as observed by a file clerk, and so on.

Teacher Resources

Fellow teachers can be most helpful. In cooperation with the science teacher, the homemaking teacher could set up a series of experiments to analyze soaps and cleansers. The art teacher may be willing to demonstrate the principles of line and color in dress. The librarian may know where to obtain unusual materials. The industrial arts teacher can assist in planning storage space and exhibits.

One's fellow teachers can be sources of ideas about teaching methods, how to handle slow learners, or ways to work with parents. Sharing ideas



Figure 13-3 A fellow teacher may be an excellent resource
(From *Seventeen of School*)

with a co worker may help to evaluate personal progress or give needed confidence Teachers should visit one another's classrooms whenever possible and share professional journals

COMMUNITY RESOURCES

Teacher and students cannot isolate themselves from the community at large Knowledge of the community, its resources, and its needs is pertinent to the home economics department, for those factors necessarily influence the home economics program The home economics teacher must have information about the local industries and other means of livelihood, market facilities, the number and kind of churches, civic and social clubs, welfare agencies, and other such matters if she is to help students solve their problems and develop rewarding interests

Resource People

Resource people in the community can be identified through local newspaper stories about interesting visitors, persons in the community

with exciting hobbies or who work in an old or new craft, people who have developed a business in their homes—the manufacture of an interesting toy, preparation of an unusual food, or a service. Scanning the Yellow Pages of the telephone directory may bring to light interesting persons.

A doctor might be invited to talk about family health; a banker, about the bank services available to a family, a lawyer, about family legal problems; a social worker, about problems encountered by the families with whom she works. A religious leader might be willing to discuss with a class the problems of interfaith marriages or the role of religion in the family; a grandmother, her ideas of what her grandchildren expect of her. An engaged girl might be willing to explain the details of preparing for her coming marriage. A war bride might tell of family life in her native country or of her adjustments to living here.

If resource persons cannot come in person for an interview, a committee of the class might visit them and tape an interview for classroom presentation. The entire class should participate in selecting the questions to be asked by a committee. Students may interview people in the community about their shopping habits, leisure-time activities, health problems, eating habits, and a host of other topics related to the home economics

Figure 13-4. A resource person in the community might be brought into the classroom through the picture phone. (AT&T.)



program No resource person should be brought into class without having been oriented as to how he can best contribute to the learning of the students A class visitor should be aware of time limitations, of the desirability of a question period and of the kind of questions that may be asked, and how to display illustrative material The teacher can safely assume that almost every person has some ideas that would profit herself and her students

FIELD TRIPS

Field trips are among the most valuable of teaching aids, for excursions into the community are opportunities for students to enlarge their classroom experiences If field trips are to be successful, they must be planned with the utmost care and discrimination They must be made integral parts of the learning process, not mere pleasure jaunts The first step in planning is for teacher and students to survey the community for resources that will best fit their needs From this preview, a selection is made of the most appropriate points of interest Following are suggestions for field trips that have proven valuable and interesting to home economics students

Suggestions for Field Trips

Inspection of factories is interesting and rewarding From seeing the construction of furniture, appliances, or clothing, the preparation of various foods, the manufacture of chinaware, or the weaving of textiles, students may develop some understanding of the blessings and shortcomings of uniformity, an appreciation of the many details involved in producing even a small kitchen utensil, and a sensitivity to the roles of the industrial designer who creates, the manufacturer who finances, and the worker who produces these aids to daily living

Visits to stores of all types can also open numerous avenues of information The department store, with its variety of clothing and prices, unusual groceries, tearoom or other food services, model apartments or homes, and the latest household equipment and furniture, can be helpful in the study of practically every area of home economics Specialty shops that sell antiques, foods of other countries, exotic clothing and accessories, and so on all aid in the exploration of particular interests Markets specializing in meats, fish, fruit, vegetables, and other foods offer fascinating experiences Through the farmers' markets in many towns students

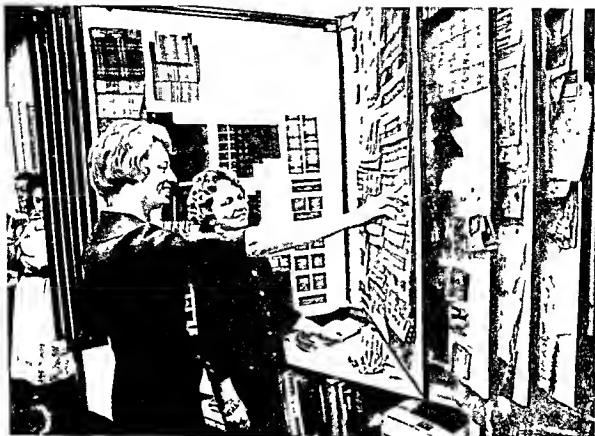


Figure 13-5. A field trip to inspect suitable fabrics for home furnishings projects. (From *Seventeen-at-School*)

may discover unusual ways of augmenting the family income by selling homemade breads, cakes, cheeses, or handiwork. Markets that cater to different ethnic or religious groups—as Chinese, Italian, Indian, Jewish—broaden intercultural understanding. These trips must have a definite relation to class activities. For example, a study of china and glassware might be related to a meal service unit, comparison shopping related to a clothing unit, and so on. Appreciation can be broadened and first-hand knowledge can be secured through visits to shops, factories, and other places of interest.

Museum visits bring special aspects of the past or future to the attention of students. The teacher might enlist the aid of museum staff to explain and demonstrate various collections. Colonial furniture might be compared with modern designs, for example. The lives of different people as depicted in dioramas may heighten insights into present-day living problems. Exhibits of jewelry, kitchenware, and textiles are revealing.

Utility companies welcome associations with home economics classes, offering students opportunities to study appliances in a critical manner. Students of home management can take advantage of utility companies' kitchen-planning and general home-arrangement services. Demonstrations of correct lighting have great value in protecting the sight of all members of the family.

Local, county, state, and federal government agencies show the democratic system in operation. Courts of all types, but especially domestic relations and children's courts, offer challenges to senior high school home economics classes. After visiting a family court, students may be in a better position to discuss factors producing instability in families, the impact of society on family life, and possible solutions to some of the more critical social problems. Health and welfare agencies and clinics may be visited. Investigation of the work they are doing can alert students to the importance of the public health nurse, the nutritionist, and the caseworker in helping families toward better living.

Radio and television studios are interesting to visit, particularly when a program for homemakers is being produced. Guided tours offer a glimpse of behind-the-scenes production techniques. Newspapers and magazines are another interesting field for investigation. Viewing the steps required in getting out any publication is highly enlightening. The food or woman's page editor may speak to the class about her job.

Planning a Field Trip

After the destination of a field trip has been decided, a plan of action must be mapped. The plant, store, or institution to be visited should be contacted by letter, telephone, or a preliminary visit by the teacher and perhaps one or two students will pave the way for a profitable class visit. The best time to arrive, how long to stay, the number of students who can be accommodated conveniently and other details should all be decided at this point. Even more important is the development of a clear understanding of the precise objectives of the trip. Everything possible should be done to eliminate confusion on the part of host and visitors, for haphazardly organized trips merely waste the time of all.

A schedule must be made up that will allow ample time for getting to and from the host institution. Allowances should be made for possible delays, for meals if need be, and for seeing all important phases of the place to be visited. A detailed schedule and complete directions should be in the hands of every student. A list of leading questions sent in advance to the host institution may be the best way to elicit this information.

Students should be well informed on what is to take place during the trip and what it is expected they will gain from it. By way of preparation the teacher might suggest a special reading list or show the class slides, films, or pictures about the project.

Other matters that must be planned for include financing of the trip, transportation, and meals, if they are necessary, and appropriate attire.

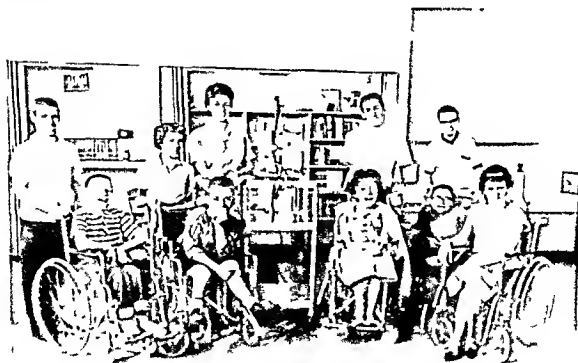
Comfortable shoes and clothes are musts. Parents and school officials must be informed of and consent to the plans. Rules of conduct must be established, for a concern for the welfare of fellow students and a display of interest in and courtesy to the hosts are in order.

Field trips are an outstanding means for providing experiences that are tangible, dramatic, and concrete. All class activities become more meaningful when related to life situations. The home economics curriculum that includes field trips is immeasurably broadened, deepened, and enriched.

Helping Community Organizations

Many contributions to the growth and development of students accrue when they participate in community activities. They develop greater appreciation of their family and their home. Students develop a greater sense of responsibility when they realize that someone in need is waiting for them, or expecting them to do a job. Alert students can learn about interpersonal relations, about the requirements of a job that might have an influence on their future vocational plans, and how to make and im-

Figure 13-6 FHA members or students may undertake a project in entertaining handicapped people.



plement decisions in difficult situations. Adjustments will be necessary, since the time involved may be demanding or create conflicts with other interests.

Students can gain actual work experience as volunteers in community organizations. Hospitals are especially grateful for student help. Sometimes students are given special jackets, aprons, or other designations to distinguish them as the 'Green Jackets,' the 'Candy Strippers,' or similar title. Contacts can be made through the department for volunteer help. Some common jobs are: delivering mail or newspapers to patients, feeding convalescent children, reading to, playing games with, or otherwise entertaining patients in a children's ward, writing letters for patients who are unable to do so, typing for hospital clerks, working in the gift shop, assisting the receptionist, caring for patients' plants and flowers. Students are welcome in orphanages to take children on sightseeing and educational trips, to plan recreation for them, or simply to play with them. Inmates in homes for the aged are especially pleased to have visits from young people who can assist them in many ways while providing companionship. Service organizations, such as the Salvation Army, Goodwill Industries, or the Lighthouse for the Blind offer other opportunities for helping in the community.

Civic Projects

Students may become an important part of a civic renewal or beautification project, babysit for voting mothers at election time, or assist with educational programs in low income housing projects.

They may make surveys about certain health aspects of the community, adequacy of food and other markets, provision for leisure time activities, opportunities for personal and family enrichment, such as concerts, museums, and the like. They may study the implications of vital statistics—the divorce rates, infant mortality, frequency of certain diseases, and others. Operation Kindness⁶ is a nationwide project sponsored by the United Community Services in many cities which places students in agencies and institutions for service in tasks as diverse as projecting motion pictures for handicapped children, engaging them in recreation projects, helping the Red Cross with its blood bank, and doing odd jobs in research projects, such as helping care for laboratory animals. Some of the more mature students work with drug addicts and mental patients, others tutor boys and girls who are behind in their studies or having reading problems. Home economics students can plan their own civic projects.

⁶ Education, *Time* August 10, 1962, p. 28.



Figure 13-7. Students might teach simple crafts to disadvantaged children (Reprinted from *Seventeen-at School*)

and implement them as a class activity or through FHA or school organizations. A local version of Vista or a domestic Peace Corps might be undertaken in a small way.

Summer Projects

The advantage of a longer period of time to plan for important learnings is realized during the summer or other vacation periods. Students can plan projects related to home and family, to develop certain vocational skills and understandings, or to work in the community. The summer can be used for personal improvement projects, by reading widely in some area such as history, poetry, geology, or astronomy, or by improving health habits. The same kind of planning suggested for home experiences is appropriate here.

Evaluation

Evaluating utilization of the community has several facets. For the teacher, resources may be appraised to see if they have been utilized

effectively and if all possibilities have been tapped. Some ranking of the contributions of the various resources may be in order. Which community facilities and individuals give the most to the home economics program and to the students? What kinds of student growth are most evident?

For evaluation students might keep a log or diary during the community experience and analyze it for evidences of development, learnings, and satisfactions. The teacher might give a specific assignment. Students could look for evidence of individual development in personality or in other ways, or study the most important problems of the persons with whom they deal. Teachers might make suggestions for utilizing the time and skills of students more efficiently. Evidence should be sought of contributions to objectives of the home economics program, both from bringing the community into the school or from students going into the community.

In a small but important way home economics is a part of the total educational program of the world. Through travel and visits of people from other countries, Americans become more informed about the manner in which families everywhere live. Through the sharing of ideas, the lives of all families can become enriched.

Suggestions for Further Learning

1. Select a home or a community experience. How may it be adapted to emphasize the cognitive? The affective? The psychomotor?
2. Examine in the following reference Brown's concepts regarding home experiences and evaluate them for adequacy, emphasis, and practicality. Read, also, in the same reference on pp. 23-24, about the ability to recognize assumptions. Select the objectives of a community experience you have had or with which you are familiar. Discover at least five important assumptions. In what way did the assumptions help to illuminate the objectives?

Brown, Marjorie, ed. *Home Learning Experiences in the Home Economics Program*. Minneapolis: Minn. Burgess Publishing Company, 1963, pp. 1-3.

3. Think about the kind of experiences that you, as a student teacher or as a teacher, can have so that you will be more competent to plan home and community experiences with your students. Share your ideas with others.
4. Read the following research reports about home experiences, then make some concrete suggestions for home experience programs in light of the conclusions of these studies. What implications for further re-

search came to mind while reading these studies? Plan a small action research project which might be carried out in relation to home or community experiences.

Bemis, Jane S. "Home Experiences of Michigan Ninth and Tenth Grade Pupils of Varying Abilities," *Journal of Home Economics*, Vol. 52, No. 3 (March 1960), pp. 208-209.

Lippeatt, Selma. "An Experimental Study to Determine the Relative Effectiveness at the Secondary Level of a Home Experience Program Planned as an Integral Part of the Homemaking Curriculum and a Home Experience Program Used as a Supplement to Classroom Activities," *Journal of Home Economics*, Vol. 46, No. 3 (March 1954), pp. 198-199.

Values

CONTEMPORARY STUDENT VALUES reflect a society that is experiencing the displacement of traditional patterns of values, a society in which the church, the community, and even the family appear to be losing force as the source and orientation of values. Home economics teachers must be aware of the shift in core values of American culture from traditional to emergent values, according to Spindler¹. Metraux² suggests that value stability in our changing culture is to be gained by controlling, rather than being controlled by, change. Obviously, an understanding of the impact of change is vital. One's value pattern is a powerful influence on his personality, goals, and relationships with others, in fact, on his whole life. The home economics teacher has a special obligation to highlight values in instruction through challenge and clarification.

Values, according to Dewey³ and Rath⁴, are the things, ideas, institu-

¹ George Spindler, *Education and Culture* (New York: Holt, Rinehart & Winston, 1963) p. 100.

² Rhoda Metraux, "Gaining Freedom of Value Choice," *New Insights and the Curriculum* (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1963), p. 199.

³ John Dewey, "Theory of Valuation," *International Encyclopedia of the Unified Sciences* Vol. II, No. 4 (Chicago, Ill.: University of Chicago Press, 1939), pp. 4-6.

⁴ Louis E. Rath, "Appraising Changes in the Values of College Students," *Journal of Educational Research* Vol. XXXV, No. 7 (March 1942), pp. 559-564.



Figure 14-1 Values emerge after reflection even at an early age (Courtesy Will Kyselka University of Hawaii)

tions and processes that we prize, cherish, or hold dear. For example, a high value may be placed on professional success, money, family, friends, religion, clothes, or travel. Values are almost invariably associated with goals.

Raths⁵ believes that values are adopted, not impulsively, but only after

⁵ Louis E. Raths, *Clarifying Values*, in Robert S. Fleming, ed., *Curriculum for Today's Boys and Girls* (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), pp. 320-323.

deliberation and reflection have judged it desirable. One's values are evident again and again in his ideas and actions. According to Rath, a value penetrates to the point where a person is willing to spend money for it, read and speak about it, defend it when it is challenged, and in many other ways affirm his confidence in the value and assert that the value belongs to him.

Values, Attitudes, and Beliefs

Attitudes and beliefs are often regarded as synonymous with values, but Rath⁶ makes distinctions among them. An *attitude* is a disposition toward something. Attitudes are unique to an individual, and usually evolve from something outside actual experience, more often than not the utterances of influential publications or persons or the opinions of one's friends. A student may manifest a wide range of opinions on certain ideas, subjects, or concepts. She may be in favor of public housing projects against mixed marriages, and in doubt about Medicare. An attitude is not prized, it may change frequently, it is not the equivalent of a value. Neither is a belief a value, according to Rath. A *belief* is a statement in proposition form based on evidence largely of a kind that is publicly available and is manifested by the form "I believe *that* . . ." rather than "I believe *in* . . ." Obviously, beliefs are more changeable than values and are consequently less influential.

Other terms such as *interests*, *feelings*, *aspirations*, *purposes*, or *activities* may be confused with values, too. The important point, according to Rath,⁷ is to consider the criteria of values and if any of the above items meet all these points, then they have become values. If not, another term is more accurate.

Sources and Dimensions of Values

The actual genesis of a value may be obscure. The impact of home and family, community, nationality, school, church, mass media, work experiences, friends, and countless others appears obvious. Since students vary in their backgrounds, it seems reasonable to assume that their values are different. One's value system gains vitality as it functions for him, accord-

⁶ Louis E. Rath, "Identifying Social Attitudes and Values," *Intercultural Education News*, Vol. 7, No. 4 (June 1946), p. 9.

⁷ *Ibid.*, p. 323.

ing to Reichart.⁸ Values are not static. They are modified by internal pressures and external circumstances, and we should be flexible in accepting and rejecting them.

The challenge to the teacher is to give meaning to values, so students can be helped to understand the nuances of living. If emphasis is placed on the impartation of information and the training of skills rather than values, according to Brameld,⁹ then little can be accomplished. There is considerable evidence that students are influenced by the people around them in the development of their values, especially by those whom they may select as an ideal or model. Students should be encouraged to make their own choices, and to be committed to clarity of conviction, of principle, of integrity, and of action. Each teacher and each student must define the dimensions in which to operate.

Identification of a Lack of Values

Raths¹⁰ suggests that a student's lack of values is a reflection of the confusion in our society. Students understandably have difficulty establishing values when family, church, school, community, industry, and other institutions appear to be uncertain about what values are important. This educator suggests that the school must take a responsibility, and that the first step might be to identify those students whose behaviors appear symptomatic of imperfectly formed value systems. *Nagging dissension* symptomatizes lack of principles and a penchant for uncritical thinking. Students who indulge in this behavior just enjoy being against something—their dissent is not value oriented. *Extreme hesitancy, doubt, or uncertainty* in students may be another indication of a lack of values. Not having a firm base for making choices they have great difficulty in deciding what they like, want, or need. *Persistent underachievement* by students who clearly have ability is evidence that they do as little as possible in school because they do not have a pattern of values for guidance. *Lack of self concept* is manifested in those who play the roles of, or mimic, others because they have no value basis. *Severe inconsistency* on

⁸ Sanford Reichart, "Youth and the Onward Search," *Educational Leadership*, Vol. 21, No. 8 (May 1964), pp. 488-489.

⁹ Theodore Brameld, *Cultural Foundations of Education* (New York: Harper & Row, 1957), p. 13.

¹⁰ Louis E. Raths, "Clarifying Values," in Robert S. Fleming, ed., *Curriculum for Today's Boys and Girls* (Columbus, Ohio: Charles E. Merrill, Inc., 1963), pp. 323-327.

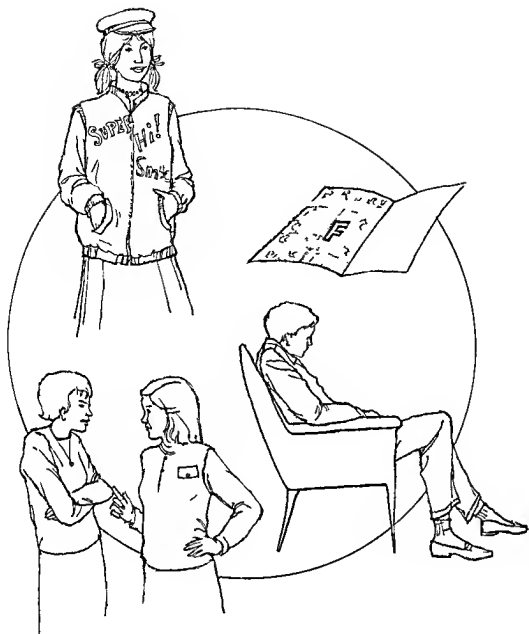


Figure 14-2 Certain behavior indicates a lack of a value system

attitudes, viewpoints, or feelings may indicate a need for value development (Teachers are warned that the following behaviors may be as much indications of poor physical or mental health as of imperfectly formed value systems)

Apathy, dullness, or listlessness at one extreme and *exaggerated flightiness* at the other are characteristics of students who show little evidence of value patterns, according to Rath. A lack of purpose in living, a short interest span, little stability in concerns, and *overconformity* to the degree of adopting uncritically the borrowed values of others indicate serious lacks in personal values

Development of Student Values

Teachers are faced with the dual problem of developing their own values and at the same time helping students to develop an adequate value system, according to Buhler¹¹ Many individuals find it difficult to clarify for themselves main directions for their lives No longer is a person handed a package of ready made values, which he can easily identify and accept Nor should a teacher feel that she can wrap her own values in a neat bundle and pass them out to her students Rather a student should be inspired to seek and to construct his own values

Students often fail to find sufficient challenge in the classroom to study values Some search for sources of inspiration in their out-of-class activities, according to Lawhead¹² Teachers must realize the impact of human experience on value development

Values have strong implications for the learning process Ginsburg¹³ suggests that good mental health, which is merely a process of living up to one's values, is a necessary condition to learning This process may be blocked when a student's value structure is weak or lacking

Methods that utilize external factors provide little opportunity for students to look critically at themselves, even less to help them build the inner discipline that is so essential, according to Friedenberg¹⁴ More than knowledge of moral and ethical values is required to construct a value system basis for behavior

Clarification

Many authorities agree that the clarification of values is one of the best methods for helping students to examine and to clarify the values which emerge in discussions, experiences, relationships, and in many other aspects of living

Raths¹⁵ suggests that students can best examine the content and worth of their values in a climate from which psychological threats have been eliminated

¹¹ Charlotte Buhler, "The Problem of Values and Beliefs in Our Time," *Educational Leadership*, Vol 21, No 8 (May 1964), pp 520-522, 541

¹² Victor B Lawhead, "Values Through Identification," *Educational Leadership*, Vol 21, No 8 (May 1964), pp 516-518

¹³ Sol W Ginsburg, "Values and the Psychiatrist," *American Journal of Orthopsychiatry*, Vol 20, No 7 (July 1950), p 446

¹⁴ Edgar Z Friedenberg, *The Vanishing Adolescent* (New York: Dell Publishing Company, 1962)

¹⁵ *Op cit*, pp 511-514

To establish this climate it is important for the teacher to refrain from passing judgments in general. By permitting a student to express himself freely without fear of ridicule or contradiction there is more opportunity for values to emerge. Although a teacher may not judge a value as good or bad there must be an expression of concern about the ideas suggested by students.

One way to show interest is to listen carefully to what is said. It is also important to remember what a student has said so that it may be incorporated later into the teacher's conversation. Courses and class periods must be organized so that students will have an opportunity to express their beliefs and opinions about the widest possible variety of issues. Helping her students to trace out the implications of their statements about issues the teacher is helping them to clarify their values.

Certain techniques are especially provocative. Role playing built around situations of concern to students is good for value clarification. The use of films, filmstrips and other technological aids to stimulate discussion is appropriate. The filmstrip *Rumor Clinic*¹⁶ for example is an excellent device for challenging the prejudices of students and the issues related to minority groups.

Few issues are or can be highlighted in textbooks according to Alexander¹⁷ so teachers must discern and incorporate into class activities current issues. Issues are identified with differences of opinion which symptomatize differing values that are of immediacy to her students. Issues may be related to procedures of government to barriers for securing a job or an education to interpretations of religion to morality or immorality of certain situations to conflicts between management and labor to community actions or to other circumstances. Teachers and students must have the courage to face issues and to discuss them for discussion is the arena wherein values are tested.

Asking certain kinds of questions is helpful in the clarification process. The challenge to the teacher is to ask questions that the student can answer and that challenge his values and the tenacity with which he clings to them. Such questions may include "Is this what you mean?" "Does it make you feel good to think or act this way?" "Where did you get the idea?" "Do you believe everyone should think or act this way?" "Are there alternatives?" "How would you demonstrate this idea?" "Why do you think this is important?" If the student seems bewildered the

¹⁶ *Rumor Clinic* filmstrip 3 frames black and white (New York: Anti Defamation League of B'nai B'rith)

¹⁷ Albert Alexander, "The Gray Flannel Cover of the American History Text," *Social Education* Vol. 24 No. 1 (January 1960) p. 11

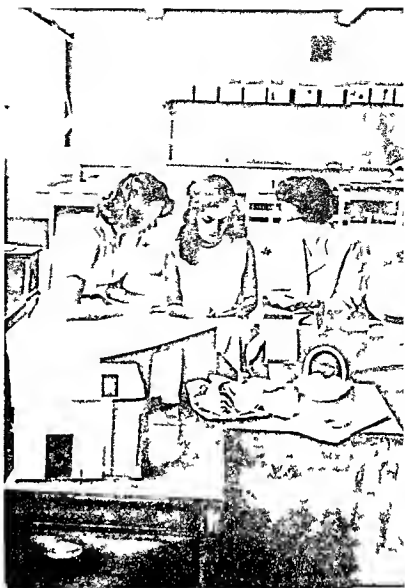


Figure 14-3 By listening carefully to students a teacher may secure evidence of values (Rampa High School and Scholastic Magazine)

teacher may comment that the question has confounded many persons before and that it requires much thought to answer. Raths¹⁸ suggests asking students to define key words, to give examples, and to trace change or tenacity of a position. It is important for teachers to be as concerned about student values with which they agree as those with which they disagree.

If a teacher finds it difficult to draw this clarification process to a close, she should remember that she is not conducting a debate and that the purpose of the interaction is to search out and build student values. There may be no conclusion, but a teacher can offer reassurance by making comments like "I appreciate your stand," "I see," "I think I know why you feel that way," "I understand better now," and similar reactions. Written work can be an effective means of clarifying values. Student logs and written reactions to movies, pictures, fiction, newspaper stories, autobiographies and so on often are expressions of students' values, beliefs, pur-

¹⁸ *Ibid.*, p. 513

poses, interests, or goals Rath suggests using a simple code in the margin of the paper, such as V+ or V-, to raise the questions "Do you prize this?" or "Are you against this?"¹⁹

The process of helping students to clarify their values is difficult. The teacher must assiduously apply herself to identifying with her students' concerns and to reacting to them in a thoughtful manner. She cannot reasonably anticipate rapid changes, for such values as a student may have are often firmly entrenched, and a lack of values is a condition that may have been building for a long period of time. Clarification must be repeated over and over to effect a gradual change. This process is especially urgent among those students who have definitely been identified as lacking values. Values of students can be appraised at work in places other than the classroom. The dimensions of student behavior are revealed at sports events, in personal conversations in the hall, functioning on school committees, and on field trips, among many other situations.

Moral Values

Many people try to live by religious teachings and moral traditions of the past, according to Buhler,²⁰ but they are unable to think these teachings through for themselves. To identify morality and immorality is a problem in itself. Fillinger²¹ defines morality as that human activity which contributes to the cohesiveness of personal relationships within a society. Immorality, it follows, is that which tends to break down people-to-people relationships. Not all human activity has moral consequence, for not all human activity affects human life. One's concept of morality should include a criterion of goodness—what is good for man—according to Gayer.²² The moral student should be thought of as one who exemplifies values that are admirable. Gayer challenges teachers to distinguish between mandatory rules, which require obedience, and permissive rules, which allow choices. In the task of creating a moral world, teachers must help their students to develop moral responsibility under conditions of moral freedom.

Moral education should be interpreted as an over-all approach to the whole of life, embracing its most profound values, but much of the dis-

¹⁹ *Ibid*, p. 513

²⁰ *Op cit*, p. 521

²¹ Paul Fillinger, "Immorality and All That Jazz," ("After Hours"), *Printers' Ink*, February 25, 1966, p. 72

²² Nancy Gayer, "On Making Morality Operational," *Phi Delta Kappan*, Vol. XLVI, No. 2 (October 1964), pp. 42-47

discussion about morality education centers on sex mores. Kirkendall,²³ a family life educator, argues that this situation is not defensible, but that it is at least explicable as the effect of powerful contemporary social forces that make necessary a reappraisal of sex mores. He contends that it is impossible to teach a code of moral conduct, for society demands a morality more substantial than a list of do's and don'ts. He suggests that students be given opportunity to discuss moral problems in the open, hopefully to arrive at some consensus that will fit changing patterns of life.

Coffin²⁴ believes that the teacher herself is often fearful of speaking out on moral matters that relate to decisions. For example, she may discuss the consequences of cheating in such general terms that students cannot formulate their own guidelines. Applying Coffin's ideas to the home economics program, there should be an opportunity for students to examine moral values, for they affect aspects of living with which home economics is directly concerned. Finally, it should be incumbent on the school to help students consider the moral aspects of the vocations they select. Careers planned only for selfish gain and without considering a contribution to mankind should be challenged as immoral.

Evaluation of Values

The evaluation of values is a special challenge to the home economics teacher. Not only must she be concerned about the values which a student holds but his ability to identify the values of others. In addition, social values must be determined. To accomplish this end, a teacher will encourage students to identify those ideas, things, ways of living, which individuals appear to cherish or to consider important. Evaluation is accomplished by clarification and discussion. One suggestion is to have students examine some of the pictures in *The Family of Man*,²⁵ selecting those in a single category such as marriage customs, mother-child relations, or family religion. Students may be asked to identify prominent values, to consider their possible origins, and how the values depicted are similar or different from their own. This may be done in writing or during a discussion.

²³ Lester A. Kirkendall and Deryck Calderwood, "Changing Sex Mores and Moral Instruction," *Phi Delta Kappan*, Vol. XLVI, No. 2 (October 1964), pp. 63-68.

²⁴ William Sloane Coffin, "Moral Values and Our Universities," *NFA Journal*, Vol. 51, No. 1 (January 1965), pp. 8-10.

²⁵ Edward Steichen, *The Family of Man* (New York: The Museum of Modern Art, 1955).

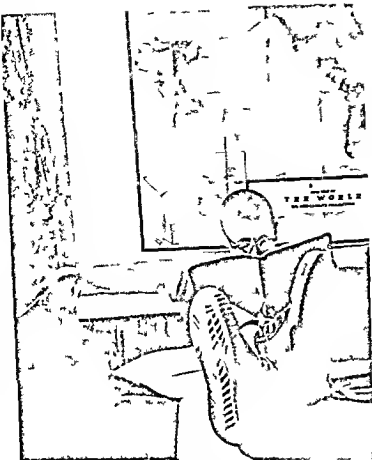


Figure 14-4 Analyze the values of the boy in this photograph (Courtesy of Eliot Erwit)

Pictures of family situations in advertisements or from magazine illustrations may be analyzed in a similar vein. The pictures in *Children of Many Lands*²⁶ are especially effective for recognizing cultural values. Another suggestion is to read stories or books about families in other parts of the world such as *Top of the World*²⁷ which is appropriate for high school and college students. Here the influential effects of environment, climate, economics, traditions, and other factors on values may be explored.

The incomplete sentence is an especially appropriate device for securing evidence of values. In family relations sentences might include "A good date (Mother) (Father) (Husband) is _____" "Money in a family should be handled by _____" and others.

Analyzing the written work of students is another suggestion. For example, students may tell about the highlights of their summer job or other vacation experiences or relate ideas or events in a weekly log or diary type of report. Read carefully and use Raths' system of V+ and V- coding. Here is a simple short student essay that may pinpoint the procedure.

²⁶ Hanns Reich, *Children of Many Lands* (New York: Hill and Wang, 1958).

²⁷ Hans Ruesch, *Top of the World* (New York: Larnabooks, 1959).

The biggest thing that happened to me during spring vacation was that I got a job at Mr Smith's office I did not get much money, but I was glad to help and I did learn something about bookkeeping I became bored when Mr Smith talked about the difficulties of growing old

Teachers can collect cartoons that highlight values Themes may be about money matters, personal or family relations, or managing a home Each student may be given a cartoon and asked to identify the value illustrated

Students may be alerted to identify the values depicted by characters in dramatic presentations The use of puppets, minute dramas, reading excerpts of plays, pantomimes, and the like often bring values into sharp focus The implications of holding such values should be discussed freely.

Suggestions for Further Learning

- 1 Use the criteria for values described by Rath. Select a value you consider very important—it may be related to education, marriage, friends, or some other major idea—and determine whether you actually hold it. Next test some of the values you think some of your students hold. Are they really values, or are they beliefs or attitudes instead? Do values seem to be nonexistent in the lives of some of your students? How might a home economics teacher help a student to build a value system? How might a student be challenged to continually clarify his values?
- 2 Identify important family values in Carl Sandburg's prologue to Stiechen, Edward *The Family of Man* New York: The Museum of Modern Art, 1955
- 3 In the following article note the distinction made by the author between values and valuing. Note other aspects of research that are cited. What practical applications come to mind?
Raths, James "Values and Valuing," *Educational Leadership*, Vol 21, No 8 (May 1964), pp 543-546
- 4 Read widely about moral values and consider ways to implement this important subject in home economics
- 5 Practice identifying the values of others. Mentally use the V+ and V- coding when students, teachers, friends, and other persons are talking. Select leading characters in a play or motion picture and value analyze them. Try the same on radio or television commentators

Thinking and Research

EVERY HOME ECONOMICS TEACHER knows that thinking and research have a great influence on what is accomplished in a program. Modern teachers depend on superior research based information about home economics and teaching. Home economics education should emphasize thinking and research to encourage the development of a scientific attitude in the discussion and study of problems. Explanations, then, are based on sound data and they enable students to cope with new conditions and problems.

The characteristics of thinking and research are similar. Each deals with the many facets of decision making and problem solving. Thinking is insufficiently emphasized in our daily lives and particularly in our classrooms. It is difficult to realize that what happens to individuals every day, throughout their lives is influenced by the manner, quality, and quantity of thought.

It is awesome to contemplate the results of some of our great thinkers. Einstein, who was a dreamer, originated a mathematical formula which had devastating results yet has a peacetime potential for better living that has not been tapped. The parlor games played by the author of *Alice In Wonderland* formed the basis for our present day computer mathe-



Figure 15-1. How did Rodin interpret thinking? (The Metropolitan Museum of Art.)

matics. It is impossible to measure the value and power of these and other creative ideas.

What Is Thinking?

Thinking is so complex that it is difficult to define. The following is an adaptation of Dewey's ¹ definition.

1. *The Survey.* First the thinker familiarizes himself with the problem area and forms a mental image of its ramifications. This involves recognition and definition of the problem.
2. *Extracting the Essentials.* Next he examines the mass of detail comprised in the problem, and identifies the key factors that hold it together. This usually results in the statement of a hypothesis and resulting inquiry. This may be accomplished by collecting all relevant evidence, including previous research or authoritative opinion, observation, and experience.

¹ John Dewey, *How We Think* (Boston, Mass : D. C. Heath, 1933), pp 9, 12.

- 3 *Testing the Hypothesis* When a possible solution has been identified it must be tested in as many situations as possible and summarized, reexamined, and reconstructed if feasible.

Thinking takes the forms of imagining, making judgments, forming opinions, reasoning, reflection, meditation, reaching a conclusion, formulating a viewpoint, originating mental pictures, considering something, or reflecting. To generalize from the particular is defined as *inductive thinking*; from the general to the particular is *deductive thinking*. *Creative thinking*, also called *productive* or *autonomous thinking*, takes place when concepts and generalizations are independently produced and then used to create or build new knowledge. If personal meanings or images are involved, the thinking is called *perceptual thinking*. *Cognitive* or *categorical thinking* involves the sorting of ideas, beliefs, and objects.

Influences on Thinking

The quality of students' thinking is influenced by the quality and kinds of experiences they have or have had. Generally, rich thinking is the product of a wealth of rich experiences. Values, attitudes, and beliefs color thinking. People tend to be uncritically protective of values they

Figure 15-2 Family experiences influence thinking (Forecast for Home Economics Scholastic Magazine)



cherish, with the result that thinking may be eschewed. Their backgrounds and the cultures in which students have lived also have an important bearing on the way they think as they do. Some examples are an interpretation of the role of a wife, the preparation of food for a family, and the upbringing of children.

The opportunities for thinking during a lifetime are equally critical. If parents, teachers, or others have made most of the decisions for students, their opportunities have been limited. The attitude toward thinking of the key people in students' lives has a strong impact.

Emotions and feelings also play a strong role. For example, if students have strong prejudices about race, religion, economic or social status, or politics, they will have more difficulty in thinking objectively about these areas. It is never easy to change a prejudice, but it is easier to change one intellectually than emotionally. Other influences include health, age, economic status, attitudes toward life, environment, and the challenges to think which are afforded to students.

Taba² believes that we must take into consideration our very rapidly changing and expanding world, which involves constant adaptation of

² Hilda Taba. *Education for Independent Valuing. New Insights into the Curriculum*. Yearbook of the Association for Supervision and Curriculum (Washington, D.C.: National Education Association 1963), Chapter 10.

Figure 15-3 Understanding the cultures of the world will broaden thinking such as understanding the Japanese tea service (Japan Tourist Association)



the images we use to interpret our experiences. Furthermore she contends that we must prepare individuals to think in a transcultural environment. It will no longer be adequate to think only in terms of our community and its people but we must encompass an understanding of the cultures of the world. In doing so we must be objective about our own culture.

Errors in Thinking

Students can be assisted to think more critically if they are taught to recognize some of the common errors.

A frequent error is to *go beyond the data*—drawing inferences from data that the data cannot support. We see a single cloud in the sky and say, "It is going to rain." When we look at a graph we may be guilty of making unjustifiable extrapolations or interpolations. *Inconsistency* is evidence that a student's ideas are not crystallized. *Failure to apply principles* is evidence that a student does not relate abstract principles to the solution of practical problems. *Dependence on a single authority* indicates a disinclination to weigh alternatives. Adherence to the fallacy of *single causation* results in another error of thinking. In our complex way of life situations generally have multiple causes. *Semantics* may cause difficulties in class discussions because words do not mean the same to all students; this may be due to ignorance or to limited experience.

A student displays *overcaution* when he is reluctant to draw the conclusion the evidence obviously forces. Students are overcautious usually because they have been ridiculed in the past or fear of loss of face or lack experience in making decisions.

Curriculum Implications

Thinking cannot be taught in a vacuum. It must be emphasized in every classroom activity. Furthermore students must be taught about the thinking process itself.

The wide and effective use of many teaching aids will facilitate this process. As these aids are used many questions can be raised by teacher and students in order to gauge the quality of thinking as well as salient influences. Here are a few points to consider: What were the sources of evidence? Were there gaps? Were there errors of thinking? How did emotions, feelings, or other influences color the situation? What would you have said or done? What are your reactions to the solution offered?

Were there any evidences of creative thinking, of deductive or inductive thinking, of analysis, of synthesis, or of organization?

These few specific suggestions may be adapted for specific use. Students might read some of Dr. Seuss'³ or other children's books and develop an original story hook character who will demonstrate aspects of desirable and undesirable thinking. Analyze the thinking of a character in a television drama, a play, or short story. Select an interesting poem about home and family life. Search out its key thoughts, then suggest that each student synthesize these thoughts in a poem of his own, a cartoon, a filler for a magazine, or other creative activity. Listen to news commentators for evidences of errors in thinking. Make a tape of the conversation of a small group of children at play. Evaluate and consider possible influences on their thinking.

Take a provocative editorial in the daily newspaper and attempt to apply the thinking formula previously cited. Assign certain students to concentrate on the evidences of thinking by others who are role playing a family situation. Give each student a cartoon pertaining to the family's food, and see if the underlying idea of the cartoonist can be found. Or distribute samples of a new fabric with which students might not be familiar, ask them to think about appropriate ways to use it. What are evidences of previous knowledge that were adapted for use of the new fabric?

EVALUATION OF THINKING

The use of certain devices, a few of which are described here, can help to determine quickly some of the common fallacies as well as the strengths of student thinking. These instruments can be developed by the teacher so that pertinent problems will be highlighted. Later, students might be encouraged to make their own devices. Once students have a firm basis for making judgments, then the work in the classroom is a fertile field for the further development of critical thinking which should be one of the major objectives in education.

Some of the following examples may appear too simple for use in a particular situation, but they were purposely simplified so that the format would be more obvious. Each example can be made more complicated and challenging by the teacher. A story or situation which is pertinent to the local student group is recommended.

³ For example, Dr. Seuss, *The Sneetches and Other Stories* (New York: Random House, 1961).

the images we use to interpret our experiences. Furthermore, she contends that we must prepare individuals to think in a transcultural environment. It will no longer be adequate to think only in terms of our community and its people, but we must encompass an understanding of the cultures of the world. In doing so, we must be objective about our own culture.

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Identification of Certain Errors in Thinking

The following story may be used as a simple technique for the detection of certain errors. If desired, students might be given the answers after completing the test in order to make their own evaluation.

How Well Does Harry Think?

Read the following story about Harry very carefully. Indicate the number of the sentence in which you think Harry or one of his friends has done faulty thinking. Tell why you reached this conclusion.

1 Harry was very excited about the basketball game between Grant High and Lee High to determine the county championship.

2 Harry and some of his friends were sitting together at the game, watching the players warm up. 3 Looking across the gym, Harry noticed elderly Mr. Adams. 4 Harry turned to his friends and said, "Why does that old man keep coming to these games?" 5 He is too old to understand basketball."

6 The boys then discussed the possibility of Grant High winning. 7 Bill said, "They are sure to win because I am holding my lucky rabbit's foot."

8 A discussion of the players followed. 9 Bill said, "Jim Long is the best guard in our state." 10 Mr. Harris, our neighbor, told me so."

11 Sam said, "Our team will win because all the players live on farms and the Lee High fellows do not."

NOTE: Suggestions for the type of thinking errors which students may select are listed here. Others may be discovered by students and teacher.

Sentence 5: This leans on a stereotype interpretation, or Harry was guilty of making an invalid generalization. Age is not related to the understanding of basketball.

Sentence 7: Leaning on superstition. Winning a game cannot be attributed to a rabbit's foot. Also this is an inaccurate prediction.

Sentence 10: Inadequate authority. No evidence that Mr. Harris is competent.

Sentence 11: Irrelevant. The place where students live has no bearing on performance.

By highlighting certain errors in thinking, students and teacher will develop an awareness of them, and the teacher will be able to help correct them in the daily work of the classroom.

Detection of Relevant and Irrelevant Information

A common difficulty in thinking critically is the failure to detect ideas or materials that are relevant or irrelevant to the problem or the topic.

Categorizing

One of the stumbling blocks to critical thinking is inability or carelessness about placing ideas, things, or other items into proper categories. Here is a simple device that may be given to students during the study of foods to evaluate this capacity.

How's Your Listing?

Our thinking is helped if we can identify things or ideas and place them in the proper category. Here is a simple example. Read the words carefully, decide what the headings are, and place each word under the heading to which it belongs.

ant	cactus	dog
ivy	bee	mosquito
walrus	bear	grass

The correct answer is

<i>Insects</i>	<i>Plants</i>	<i>Animals</i>
ant	ivy	dog
bee	cactus	bear
mosquito	grass	walrus

Now let us apply this idea to home economics. Assume that you have been reading in your reference books about breakfasts. Read the following words carefully, and decide in which categories each belongs. Place under its correct heading.

eggs	minerals	eggbeater
vitamins	spoon	carbohydrate
orange squeezer	cereal	butter
milk	protein	toaster
toast	knife	orange juice

NOTE The teacher will examine the lists completed by students to determine how they have categorized the words. There are several possibilities. Here is one.

<i>Foods</i>	<i>Nutrients</i>	<i>Equipment</i>
eggs	vitamins	orange squeezer
milk	minerals	knife
toast	protein	eggbeater
cereal	carbohydrate	toaster
butter		spoon
orange juice		

If the students make many errors in categorization, the teacher will need to examine possible causes. They may be unfamiliar with certain words or their relationship to each other, or they may lack experience in this process.

Interpretation of Data

Everyone is confronted frequently with the necessity of interpreting data, either from newspaper stories and other reading materials or the comments made by family members, neighbors, and others. Some ordinary examples may relate to the cost of living, to the number of early marriages, or to the many types of positions available to home economics graduates.

The following device may be presented to students to determine if they are inclined to make judgments on insufficient data, if they are overcautious, or if they go beyond the data.

An Assignment in the "Food for Your Family" Unit

One day in March, Mrs. White, the homemaking teacher in the Benjamin Franklin Junior High School, made an assignment in the "Food for Your Family" unit. On the basis of previous discussion, she suggested that each student bring to class an original recipe of a low-cost meat dish suitable to serve for dinner. Many interesting recipes were brought by the students. Mary brought a beef liver loaf recipe, Sarah, a Swedish meat ball recipe, and Lois, a recipe for broiled Porterhouse steak with a special mushroom sauce.

INSTRUCTIONS Read the story carefully and take for granted that every statement is true. Then read each statement below and decide whether you consider it true, false, or whether you are uncertain about it. Mark your answer T, F, or U. Do not go back and change any of your answers.

- _____ 1 In brief, this story is about an assignment in a "Food for Your Family" unit
- _____ 2 Mrs. Black was the homemaking teacher
- _____ 3 The assignment was to bring an original recipe for a low-cost meat dish suitable for dinner
- _____ 4 Some students forgot to bring recipes
- _____ 5 All of the recipes which students brought were low in cost
- _____ 6 There were 18 students in the class
- _____ 7 The story does not tell what the teacher thought about the recipes
- _____ 8 The assignment was made during March of this year

NOTE Here is the key

1. True
2. False—teacher's name was Mrs. White
3. True
4. Uncertain—insufficient evidence given

being considered The following technique is a quick way to identify students' ability to recognize the relevant or irrelevant

What's Important?

In talking with your friends, someone may say, "Stay on the beam!" or "Get to the point!" In other words, you are injecting information which is not related to the discussion

When we think through a problem, it is helpful if we can quickly decide which ideas or things are essential in arriving at a solution In the following description, cross out all the words, phrases, or sentences that have no direct bearing on the satisfactory purchase of a blouse

1 Susan and her mother decided that she needed another blouse in her wardrobe for school 2 After school on the following day Susan went to Smith's department store to make her purchase 3 This store is on the right side of Maple Street as you go uptown

4 When she reached the blouse department she asked the clerk for a drip dry blouse in a plain color, preferably white or yellow and size 32 5 While the clerk was getting the blouses, Gretchen Adams came by and chatted for a few minutes about Saturday's party 6 The clerk returned with an assortment of blouses

7 Susan looked at two white and two yellow blouses 8 She examined them for the following: Stitching of seams, buttonholes, weave of fabric, buttons, trimmings, and the tags for price and cleaning directions 9 While she was doing this, the clerk talked about her year-old nephew and the words he could say

10 Susan chose one white and one yellow blouse and tried them on to check length, fit of sleeves, shoulder and neck, and to see if they went well with her skirt 11 She asked the clerk if many customers bought this particular brand of blouse 12 Susan bought the yellow blouse and paid for it

NOTE Points in this story which are highly irrelevant are indicated below

Sentence 2 "After school on the following day" may not have a direct bearing on a satisfactory purchase

Sentence 3 The location of the store may not be relevant unless it indicates a store which has a certain quality of goods

Sentence 5 Apparently Gretchen Adams did not give any advice about the buying of a blouse

Sentence 9 The clerk was not giving any helpful information

Sentence 11 The answer to this question would be a dubious contribution to intelligent shopping

The use of this device is only one of many ways in which students can be helped to recognize relevant and irrelevant information

teachers alike. A firsthand acquaintance with research functions will open a new world, will sharpen one's methods of solving problems, broaden her fund of knowledge, and enhance her appreciation of the important role that research plays in everyday living.

What Is Research?

Van Dalen⁴ defines research as "a careful, critical search for solutions to the problems that plague and puzzle mankind." Research, he goes on, is born of curiosity and nourished by intense yearning to learn the truth and to improve our ways of doing things. Research as an activity is characterized by truthfulness—an emphasis on definiteness and completeness. The objective of research is to determine exactly what ideas and things are, and how they work. Researchers distrust the easy, the plausible, or the customary in seeking positive knowledge that can systematically explain a whole and its parts.⁵

Research proceeds as a sequence of operations: the selection of a problem, survey of related literature, establishment of an investigative procedure, collection of data, analysis of data, and presentation of findings and implications.

It is wise for the researcher to select a problem that is of great interest to her and to which her competences are suited. The problem should be one that the researcher can reasonably expect to pursue fruitfully within whatever limitations of facilities, time, equipment, and money are imposed on her. Above all, perhaps, the problem should have professional and social significance. The problem need not be a major one to produce a major contribution. But research for the sake of research cannot be condoned. The best type of problem for a teacher is one in which an answer is sincerely desired.

Successful conduct of a research problem depends greatly upon the efficiency of the investigative procedure, which should be spelled out in detail. How to establish suitable criteria of accuracy, independent and dependent variables, objectivity, reliability, and validity is explained in standard textbooks on research methods. Many a study has failed because an important step was not properly defined. Time and effort in the planning stage will eliminate errors and give confidence.

⁴ Deobold B. Van Dalen, *Understanding Educational Research* (New York: McGraw-Hill Book Company, Inc., 1962).

⁵ "The Spirit of Research," *Royal Bank of Canada Monthly Letter* (Montreal, Vol. 46, No. 12 (December 1965)), p. 1.

- 5 False—the Porterhouse steak and mushroom sauce recipe brought by Lois is not in a low-cost category
- 6 Uncertain—insufficient evidence—may or may not be true
- 7 True
- 8 Uncertain—story does not state which year—may or may not be true

In examining student results, a teacher should be concerned about the students who mark T statements F or F statements T. This is a very crude error to make in thinking. An equally important observation is to identify those students who mark U before statements which are obviously T or F. This indicates overcaution and a teacher should be alert to see if this characteristic prevails in other situations. The tendency to go beyond the data will be indicated if students mark U statements with an F or a T.

If a home economics teacher wishes to emphasize critical thinking, then she will point out errors during class work, such as those indicated in the above paragraph. Students become alert to their own errors and to such errors in the thinking of others.

It must be reemphasized that devices give only a quick overview of students' tendencies when they think. Not under any circumstances are the results to be considered final. Rather, the results are to be held as tentative hypotheses to test in many situations. Does Ann make crude errors in thinking in the laboratory? Is Marie inclined to go beyond the data?

The teacher will use this information as an added means to improve a student's understanding of thinking in general, and specifically his own way of thinking. In every situation a teacher will encourage thinking by challenging students to consider such points as 'Do you have adequate evidence for such a statement?' 'Who is your authority?' 'What is the basis for your generalization?' "Is this information relevant?" "Is such a prediction sound?" To help a student to practice sound thinking can be a great satisfaction for a teacher and a far reaching contribution to the student's preparation for life.

RESEARCH

Research workers are not by any means isolated from the problems of the world. Understanding the techniques of and participating in research should be a responsibility for everyone in home economics, students and

Research in the Classroom

There are limitless opportunities to make research a part of daily class activities. Research can prove an interesting and intellectually stimulating challenge to students, and will interest parents, too. Research can be done as group or individual assignments. Following are a few suggestions for research projects:

- 1 Test the wearability of paper clothes
- 2 Set up taste panels of a food marketed in various forms, such as fresh, canned, and freeze-dried white potatoes
- 3 Compare the cost and adequacy of dry cleaning a certain type of garment at home, in a self-service dry cleaning machine, and by professional cleaners
- 4 Analyze the snack habits of peers, according to types of foods eaten, nutritional values, amounts of money expended, social customs, and so on
- 5 Survey the spending habits of a sample group of students
- 6 Explore the breakfast habits of a sample group of students
- 7 Determine the sources of the favorite recipes of a sample group of homemakers in the community

Teacher Research

There are many lines of research that could benefit teaching—a systematic study of the problems and interests of students, sociometric analyses of the social adjustments of students, a survey of the home economics department's graduates to determine adequacy of the curriculum—all of these, among others, would be helpful.

Action research is especially appropriate for the teacher. According to Corey,⁶ action research provides an opportunity for teachers to improve decisions and practices through scientific study of certain problems related to teaching. Teachers are likely to implement the results of their own action researches readily because they are attempting to find an answer to something that is problematic specifically to them. In traditional research, the design of an experiment is carefully predetermined and seldom modified, whereas in action research the hypothesis and the investigative methods are validated or invalidated during the investiga-

⁶ Stephen Corey, *Action Research to Improve School Practices* (New York: Bureau of Publications, Teachers College, Columbia University, 1953).



Figure 15-4 A student might do a survey and structured observation of the eating habits of preschool children (Courtesy Will Kyselka University of Hawaii)

Need for Research in Home Economics

The findings of research are the voice of authority, and progressive professions foster research as a vital part of their development programs. Home economics as a profession has not advanced as much as home economists desire, partly because research in the field has been meager. Too much reliance has been placed upon research appropriated from other disciplines. Research in home economics would be helpful in advancing the profession's public image. It is stated repeatedly that the *raison d'être* of home economics is the improvement of personal and family living, yet how little research specifically designed to further those objectives there is to cite. The dramatic results of research in the cookery of vegetables and meats, in the use of man made fibers, and in the management of family finances are examples of professional accomplishments, but efforts to fulfill the professional mission for better family living must be increased.

Illinois Teacher of Home Economics, all issues for 1962-1963
 Urbana, Ill Office of Home Economics Education, University of Illinois

Raths, Louis E., Selma Wasserman, Arthur Jonas, and Arnold M Rothstem, *Teaching for Thinking*, Columbus, Ohio Charles E Merrill Books, Inc., 1967

Simpson, Elizabeth, and Louise Lemmon *Teaching Processes in Thinking in Homemaking Education* DHE Topic 11 Washington, D C Department of Home Economics, National Education Association, November 1959

- 2 Examine the following attempts to discuss thinking for high school students How would you change them? What are some concrete ways in which these references can be used in home economics?

Fleck, Henrietta, Louise Fernandez, and Elizabeth Munves Being a Better Thinker, in *Exploring Home and Family Living* Englewood Cliffs, N J Prentice-Hall, Inc., 1965

Shanner, William A *Guide to Logical Thinking* Guidance Series Booklets 134 Chicago, Ill Science Research Associates, Inc., 1954

- 3 Collect evidence of uncritical or careless thinking by observing one student in all of his classes for one day What might be the consequences of such thinking?
- 4 Select a chapter in the following reference which has special appeal to you After reading it, observe several classes in home economics Have the results of this research been implemented? Make a careful analysis of the use you make of research in the classroom What is revealed by your conclusions?

Gage, N L *Handbook of Research on Teaching* Chicago, Ill Rand, McNally & Company, 1963

- 5 Think about a research study in teaching which you might do To review types of research design and methods of research, refer to the following books, which vary in difficulty and comprehensiveness

Borg, Walter R *Educational Research* New York David McKay Company, Inc., 1963

Hall, Olive *Research in Home Economics Education* Minneapolis, Minn Burgess Publishing Company, 1961

Hillway, Tyrus *Introduction to Research* Boston, Mass Houghton, Mifflin, 1956

Kerlinger, Fred *Foundations of Behavioral Research* New York Holt, Rinehart & Winston, Inc., 1964

Consult "Research Clues" in *NEA Journal*

tive process, and so are modified frequently. The generalizations emerging from traditional research can be extended to larger populations, those evolving from action research apply only to the population studied. Action research is often cooperative—a group of home economics teachers, for instance, might together study a common problem—but the individual teacher can and should be encouraged to do this type of research alone. Suitable topics for action research might include a study of experiences for short laboratory periods in foods, ways to facilitate learning about child development for slow learners, areas in a unit that could be adapted to independent study and tests of certain class materials in home economics for reading comprehension. Once a teacher has felt the satisfaction of finding answers through action research, it is easier to undertake other researches. Research is more meaningful when teachers are involved personally. Home economics must depend upon research for advancement and progress.

Suggestions for Further Learning

1. Observe the same home economics class for several sessions. Cite evidence of the quality of student and teacher thinking, the climate for thinking, ways in which thinking was encouraged, teaching aids or techniques that appeared to facilitate thinking, missed opportunities, possible influences on thinking, and the injection of novel ideas or unusual thinking. Make an analysis of your own thinking patterns. What are your strengths and weaknesses? What are possibilities for improvement? To be better informed about thinking, read from among the following:

Ashner, Mary Jane, and Charles E. Beck, eds. *Productive Thinking in Education*. Washington, D.C.: National Education Association, 1965.

Blackwood, Paul. *How Children Learn to Think*. Bulletin 1951. Washington, D.C.: Office of Education, U.S. Department of Health, Education and Welfare, 1951. Pamphlet.

Bruner, Jerome, Jacqueline J. Goodnow, and George A. Austin. *A Study of Thinking*. New York: Science Editions, Inc., 1962.

Burton, William H., Roland B. Kimball, and Richard L. Wing. *Education for Effective Thinking*. New York: Appleton-Century-Crofts, Inc., 1960.

Iloerger, James W. "Stepping Stones in Learning to Think," *Audio Visual Instruction*, Vol. 6, No. 8 (October 1961), p. 386.

Creativity

CREATIVITY IS NOT RESERVED for the few—every student in every home economics class has inherent creativity that can be developed in various ways. Some students are spontaneously creative and need little stimulation or assistance, others require encouragement and a permissive environment filled with enriching materials.

THE NATURE OF CREATIVITY

The word *creativity*, according to Andrews,¹ connotes movement or action, and words such as *searching, testing, experimenting, thinking, making, organizing, changing, identifying, probing, manipulating, observing, choosing, appraising, extending, constituting, and synthesizing* describe creative processes. Imaginative students try new ways for old—they substitute, reverse, subtract, modify, add, adapt, they are aware, intuitive,

¹ Gladys Andrews, "Releasing Creativity—Extending Curriculum Opportunities," in Robert S. Fleming, ed., *Curriculum for Today's Boys and Girls* (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), Chapter 13.

- 6 Although planned for elementary teachers, these references on research might prove quite stimulating to a home economics teacher. Name at least three concrete suggestions which occurred to you for research projects

Fleming, Robert S "What Research Have You Tried?" in *Curriculum for Today's Boys and Girls* Columbus, Ohio Charles E Merrill Books, Inc , 1963, pp 575-579

Zirbes, Laura *Challenges to Educational Advance* Columbus, Ohio Bureau of Educational Research, Ohio State University, 1960 Pamphlet

usual judgments, to examine data with an unstructured look. The second aspect is a focusing of one's experiences. There is, Foshay believes, a time when one sees all his ideas or plans in focus, and at that time the creative person is able to transform his ideas into action. The third ingredient in the process is discipline, the ordering of one's experiences in such a way that production can come about in the methodical manner. The word *discipline* connotes responsibility, devotion, rigor, imposition of certain limitations, and planning. Artists, scientists, and other talented persons may be disturbed from time to time by frustrations and confusions within themselves, but they pay scant attention to external distractions. Foshay's fourth ingredient is *closure*, the ability to identify the point at which a creative work may be said to be completed. This expert contends that creative persons generally stop when their criteria have been met. Closure should bring a feeling of pride and satisfaction.

May⁴ defines creativity as the act of producing something new, and believes that it begins as an encounter with a situation, an idea, or an experience in which the creator subsequently involves himself. Creativity, according to this theory, simply involves arriving at a unique solution to the problem posed by the situation. May believes also that creativity implies considerable interaction with an individual's world. Rogers⁵ defines the creative process as the emergence of a unique product developed through action of an exceptional person with unusual materials, events, people, or situations.

One of the problems facing us in the recognition of creativity, according to Getzels,⁶ is that current intelligence tests only measure certain forms of cognition and do not recognize the more or less unique qualities of individuals who are innovative. As indicators of ability to achieve, intelligence tests dismiss individuals who are likely to achieve by way of their creative talents. The problem, then, is to increase our understanding of all forms of cognition and human excellence and the forces influencing them, and to find a satisfactory test for the identification of creativity.

Identification

The following ideas are centered around aspects of creativity, and may be adapted to any content area of home economics for the purpose of

⁴ Rollo May, "The Nature of Creativity," in Harold H. Anderson, ed., *Creativity and Its Cultivation* (New York: Harper & Row, 1959), Chapter 5

⁵ Carl Rogers, "Toward a Theory of Creativity," *ibid.*, Chapter 6

⁶ Jacob W. Getzels and Philip W. Jackson, *Creativity and Intelligence* (New York: John Wiley & Sons, Inc., 1962)



Figure 16-1 Students may extend experience gained in science classes to home economics classes in many creative ways (Courtesy Will Kyselka, University of Hawaii)

discriminating resourceful they go beyond the usual the ordinary Creative people intensely experience a gamut of feelings—spontaneity satisfaction elation frustration discouragement perseverance excitement It is essential for home economics teachers to have some concept about the nature of creativity so they can identify and encourage the process

Definition

Ghiselin defines creativity as a process of change development and evolution in an individual's subjective life He states that creative talent is not easy to identify that productivity is the final proof of creativity

Foshay³ lists four major ingredients of the creative process First is an attitude of openness a willingness to try new experiences and to suspend

² Brewster Ghiselin *The Creative Process* (New York: The New American Library, A Mentor Book, 1955)

³ Arthur Foshay, *The Creative Process Described*, in Alice Mel, ed., *Creativity in Teaching* (Belmont, Calif.: Wadsworth Publishing Company, Inc., 1961), Chapter 2

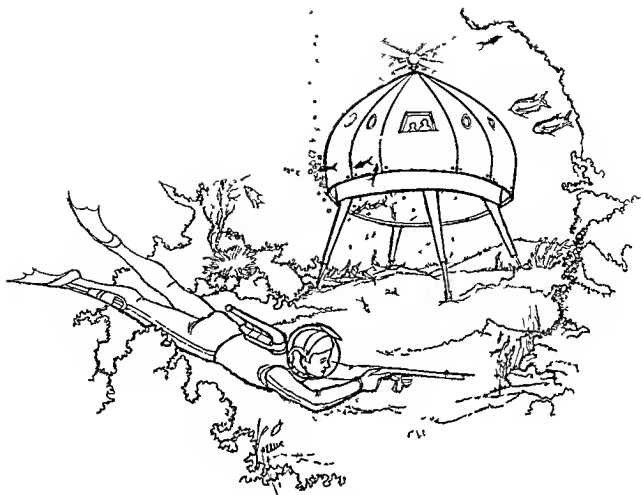


Figure 16-2 What creative changes in family living might take place in a vacation home on the bottom of the ocean? (Courtesy Investor-Owned Electric Light and Power Companies)

might certain frequently encountered directions be reduced to symbols? For example, what kind of diagrams might indicate "do not iron," "keep refrigerated," or "bake for 35 minutes"?

Fluency of ideas may be evaluated by having students react to ink or watercolor blots they make themselves, to incomplete drawings, or to odd sounds from a tape recording. They may be given a number of circles, triangles, squares, or other geometric figures and asked to use them as a basis for designing an original article of kitchen equipment, a chest, a dress, or a labor-saving device. Students may try out new ways for old things (a brass umbrella stand as a vase for leaves and tall flowers), using color in unexpected places, perhaps by making for the kitchen a mosaic of pieces of dyed cork. They might also work with space, making new uses of a chest, bookshelves, or closet gadgets—such as hanging place mats or gloves on a skirt hanger, for instance. They might play anagrams, rearranging one word's letters to make other words, as *management man*, *ten*, *game*, and so on. Students may be asked to write in one minute all the words they associate with home and family life, such as *mortgage*, *wedding*, *mother-in-law*, *divorce*, *bread*, *birthday cake*, and the like.

detecting students' creative qualities. Many of these suggestions have been adapted from tests for creative talents devised by Guilford, Torrance, Barron,⁷ and others.

A *sensitivity to problems* may be explored by asking students to consider ways to improve a telephone, lighting for bedtime reading, a refrigerator, a toaster, a gas range, a vacuum cleaner, mail service, window cleaning, and so on. The quantity and quality of ideas and the unusual approaches may suggest creative thinking. Giving students sketches entitled 'What's wrong?' and asking them to find errors quickly is another way to test creativity. Sketches of apparatus from which an essential part is missing, a kitchen arrangement without, say, a sink, a table set without flatware, and so on.

Originality may be uncovered by giving students a short story about a family situation and asking them to give it a clever title, or by asking them to tell or write a story suggested by an emotionally charged picture. A similar method is to have students write a story in three minutes using, in order, a specific word list, for example, bed, breakfast, clock, honking, coat, books, stairs, mother, friends, hungry, picture, window, lunch, money. Suggest that students take unusual materials, such as colored leaves, whole or ground spices, flower petals, steel wool, pot cleaners, and the like, to make a poster or collage highlighting texture, line, design, or color combinations.

Spontaneity may be highlighted by asking students to seek novel uses for a brick, a wire clothes hanger, a wheelbarrow, a wastebasket, kitchen sponges, or a rubber ball. Another possibility is to give students paper bags, each containing several articles, and ask them to arrange, to combine, or to apply the bag's contents in an original way. Bags might contain a kitchen sponge, a small picture frame, quick dyes, a piece of chiffon, a vase, knitting needles, an empty box, a piece of gingham, pot cleaners, and so on. A practical plan was developed by one teacher who asked students to consider decorative uses of the cockleburrs found on weeds in the schoolyard. One student made a monogram by sticking burrs on her coat.

Adaptiveness may be revealed when students are asked to adjust to a situation that is quite fanciful. What adaptations would a family have to make to a vacation home on the bottom of the ocean? How might a third arm and hand be used for greater efficiency in meal preparation? How

⁷ Sidney J. Parnes and H. F. Harding, *A Source Book for Creative Thinking* (New York: Charles Scribner's Sons, 1962), see Guilford, Chapter 14, Torrance, Chapter 4, and Barron, Chapter 19.

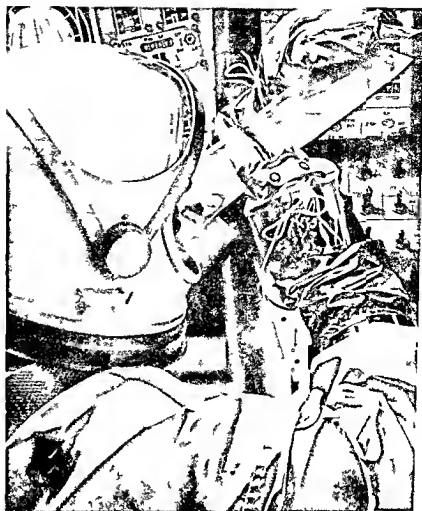


Figure 16-3 Cooperative creative experiences with science students may arise from a consideration of space feeding (Courtesy of TANG Instant Breakfast Drink)

the earth in a garden, the crunch of fallen leaves, or the images mirrored in puddles in the street. Neither do many take time to admire the handiwork of neighbors and friends, to appreciate the emotions aroused by a beautiful poem, to recognize the feelings of gladness, sadness, surprise, sympathy, and the like expressed by others. The ability to laugh, to imagine, to play, and to have fun are traits characteristic of the creative person, according to many authorities, and should be encouraged. Only through sensitivity to such experiences will students grow and sharpen perceptions so essential for creativity.

Creativity may be related to personal and social relations by encouraging students to consider unusual ways to be thoughtful, to be friendly, and to be considerate of parents and others. Creative ways to improve a student's personality is another area for exploration.

Deterrents

According to Torrance,¹⁰¹ the most common blocks to creativity include tradition, social approval, and habit. Students fear ridicule by their peers,

¹⁰¹ Paul Torrance, *Creativity* (Washington, D.C.: National Education Association, Department of Classroom Teachers and American Educational Research Association, 1963). Pamphlet.

Teachers are dared to experiment in creating other kinds of experiences. It should be emphasized that creativity does not have to be confined to the creative arts, but can be exciting in the area of home decoration, stimulating conversation, or satisfying human relationships.

Development of Creativity

The realistic home economics teacher will not seek to develop every student into a creative genius but she should endeavor to encourage the release of the creative potential that is in all her students. Maslow⁸ stresses that creativity is not confined to artists, writers, inventors, and other professionals. He uses as an illustration a poor, uneducated woman who expressed originality, inventiveness, and ingenuity in her homemaking. "I learned from her, and others like her," he states, "that a first rate soup is more creative than a second-rate painting."

Thelen⁹ expresses the belief that education for creativity is a continuous inquiry, and that teachers must continually urge students to think of new ways of doing things, of new ideas, and to probe for answers and seek out new meanings.

Creativity thrives best in the classroom offering rich experiences, permissiveness, security and encouragement, and freedom from threats. There must be respect for the unusual question or the novel solution. Credit must be given for self-initiated learning or thinking, and for ideas that have value or potential.

The creative urge may be very vague. The teacher must help her students to recognize and nurture it. Assignments should demand original work, experimentation, and exploration. Acquainting students with the nature of creative thinking done by eminent persons can be helpful, brainstorming sessions can be rewarding. Helping students to be constructively critical tends to elicit from them original solutions and ideas.

Students should be aroused to the stimuli and resources in their environment. In education, unfortunately, as well as in life generally, teachers and students alike frequently neglect rich and vivid experiences, which are so important to a full life. In the fast tempo of the present day, they do not take time to savor the beauty and flavor of ripe fruit, the feel of

⁸ Abraham Maslow, *Creativity in Self-Actualizing People*, in Anderson *op cit*, p. 84.

⁹ Herbert K. Thelen, "Teaching for the Development of Creativity," in *Creativity and College Teaching*, Bulletin of the Bureau of School Service (Lexington, Kentucky: College of Education, University of Kentucky), Vol. XXXV, No. 4 (June 1963), pp. 62-76.

are then asked to draw a line, any line, and develop it, many will respond quickly

Worry, poor health, and frustrations in other areas dampen creativity. One's physical and emotional environments are influential, too, in promoting or hindering creativity. An unusual child may, perhaps, be able to produce in a bleak and dispiriting environment, but few children learn to make sensible decisions or to develop homemaking competences in a home where such efforts are belittled or discouraged. Almost everyone can be creative if some materials and inspiration are available. An elaborate, expensive setup is not essential, but good use of the available resources is.

Creative Teaching

There is considerable disagreement about the origin of creative capacities. Some authorities believe that such talent is inherited, others, that it is acquired. Guilford¹¹ is of the opinion that education can be helpful in encouraging creative performance, and perhaps the creative abilities themselves. When there is an overemphasis on memorization of facts, too closely prescribed a curriculum, and an overreliance on textbooks, creativity will be stifled. Creativity is more likely to flourish if the teacher places the greater value upon helping students to make independent judgments which they can defend. Students should be stimulated to have the courage to share new ideas—an innovation begins with one person, it is said, and to be a minority of one requires courage.

To teach creatively may depend upon the way a teacher responds in interaction with students, and the quality of her response will be reflected in the meaning which evolves from the interaction, according to Hughes.¹² This interaction has another dimension in the mutual sentiments expressed among students. To what extent do students help each other, respect each other's ideas, and recognize that they are learning together? Creativity is more likely to bloom when a reciprocal atmosphere exists.

A teacher can cultivate her own creativity. She should study herself to learn under what circumstances original ideas come to her most readily. What brings about creative moods? Authorities indicate that leisure time, with the release of a venturesome spirit, often may prove the occasion for

¹¹ J. L. Guilford, "Traits of Creativity," in Anderson, *op cit*, Chapter 10.

¹² Marie Hughes, 'Integrity in Classroom Relationships,' in Alice Miel, ed., *Creativity in Teaching* (Belmont, Calif.: Wadsworth Publishing Company, 1961), Chapter 4.

and their creativity may be inhibited for fear of being so original that their judgments will be questioned. Some students with limited backgrounds may do well for the first step or two in a creative process but cannot proceed farther without help, others need an initial suggestion or warmup. Original ideas or images are not easy to describe, in words or in any other medium and if such students are asked to draw something some will do no more than stare at their blank papers. However, if they

Figure 16-4 Planning a suitable home for low income families might be a creative assignment. Suggestions may emerge from this prototype of a functional house planned for families with an average annual income of less than \$3200 by the University of California (Courtesy Patlatch Forests Inc.)



'Creativity and Learning," *Daedalus*, Vol 94, No 3 (Summer, 1965)

Ghiselin, Brewster, ed *The Creative Process* New York New American Library of World Literature, Inc, 1955

Mearns, Hughes *Creative Power, The Education of Youth in the Creative Arts* New York Dover Publications, Inc, 1958

Osborne, Alex F *Applied Imagination* New York Charles Scribner's Sons, 1953

Parnis, Sidney J, and Harold F Harding *A Source Book for Creative Thinking* New York Charles Scribner's Sons, 1962

Rugg, Harold *Imagination* New York Harper & Row, 1963

Taylor, Calvin W *Widening Horizons in Creativity* New York John Wiley & Sons, Inc, 1964

- 2 Think of the creative teachers you have known Specify some examples of their creative teaching Were there some common elements? Read the following references What new dimensions would you add to your concept of creative teaching? Test it in observation of a number of home economics classes What further adaptations have you made in your ideas of creative teaching?

Brown, J Douglas "The Development of Creative Teacher Scholar," *Daedalus* (Summer, 1965), pp 615-641

Miel, Alice, ed *Creativity in Teaching* Belmont, Calif Wadsworth Publishing Company, Inc, 1961

- 3 Identify creative homemakers you have known Share your experiences with fellow students or teachers Which suggestions may be adapted for a home economics program?

- 4 How would you help a slow learner, a physically handicapped child, or a disadvantaged student to become creative?

- 5 A teacher should be familiar with the social need for creativity Read from among the following, then add any other ideas you may have and give special consideration to need of creativity for families

Rogers, Carl "Toward a Theory of Creativity," in H H Anderson, ed, *Creativity and Its Cultivation* New York Harper & Row, 1959, pp 69-70

Wiesner, Jerome 'Education for Creativity in the Sciences,' *Daedalus*, Vol 94, No 3 (Summer, 1965), pp 527-528

- 6 Keep a log for a day about the evidences of creativity you have noted in life around you Highlight feelings associated with your observations

- 7 Examine a number of home economics textbooks for ways in which creativity is encouraged What are your conclusions?

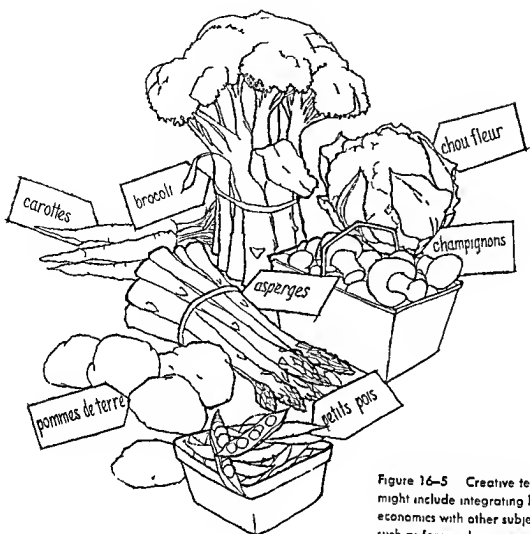


Figure 16-5 Creative teaching might include integrating home economics with other subjects such as foreign languages

generating them Too often a teacher stops at the first good idea she hits on to do this has the same limitations as working out only one solution to a problem Courage to try the new to break ground, or to deviate from set patterns are all characteristics of the creative teacher To synthesize and to build rather than to analyze—that is creativity

Suggestions for Further Learning

- 1 Develop your own ideas and theories about creativity after you have read from among the following Now apply these ideas to yourself and evaluate yourself as a creative person What suggestions do you have for improvement?

Anderson H H, ed *Creativity and Its Cultivation* New York Harper & Row 1959

Aesthetics

AESTHETICS IS A SUBTLE CHAIN that binds together all facets of living, not as a fetter, but as a rationale of beauty, inspiration, order, satisfaction, and renewal. The arts are a kind of counterbalance to the frustrations and tensions of everyday living. They uplift the spirit and encourage creativity. Home economics has among its objectives the development of discrimination in aesthetics—one of the few professions that does. People make their environment more livable and enrich their lives by applying the aesthetic principles that contribute so much to the quality of living that a home economics program cannot fail to include them.

SOCIAL INFLUENCES

America has discovered culture. It is almost a household word. Mail-order houses and variety stores are selling expensive original oil printings. Parents and their children flock to museums. Banks, hotels, and office buildings are adorned with art objects, art is considered a good investment. The active interest of the government in the arts is encouraging

- 8 Select one teaching aid such as a flipchart, flannelboard, or an 8mm film, and develop a number of creative ideas for its use, such as using it in an unusual manner for a quiz, for independent study, or for programmed instruction
- 9 How might group creativity be stimulated? What are some examples? Read the following, then try one of your ideas in a class. Evaluate and readapt for another group session

Abelson, Philip H "Group Activity and Creativity in Science," *Daedalus*, Vol 94, No 3 (Summer, 1965), pp 606-614



Figure 17-1 Varied sensory experiences begin at an early age (Courtesy Will Kyselka, University of Hawaii)

savor phenomena of movement, color, sound, form, flavor, texture, temperature, light and shadow, and space. Fruits, vegetables, and cheeses can be examined for texture, color, form, odor, and flavor. Many simple operations can give students pause for enjoyment—while they are beating eggs, for example, encourage them to enjoy the form and feel of the beater, or to try to describe the froth of the beaten egg white. The teacher will have to be patient with student responses and not rush in with her own ideas, descriptions, and reactions. Students must be encouraged to express feelings freely, to imagine, and to show interest. Even the half-hearted attempts, the fumbblings, and the experiments should not be ignored.

Students must not be made to feel guilty if their expressions vary from others; there should be many allowances for individual differences. Students should be encouraged to bring to class things that please, to

These are but a few of the evidences that our society is interested in what are called the finer things of life. With more time available for leisure people are concerned about the best ways to utilize it. Josephs¹ believes that leisure is time released for personal use, and just what to do with this gift is the decision of each individual. Hopefully it should not be wasted, particularly in light of the availability of aesthetic resources. Many investigations in the behavioral sciences, and in psychology especially, have emphasized the importance to life of the arts.

The bases of aesthetics are not nearly as precisely formulated, as for science and many believe—in the main, incorrectly—that this field can neither be studied nor understood with objectivity, according to Jarvesoo.² Montgomery³ states that an aesthetic experience is a function of the senses: an individual's uniquely personal response to certain qualities in the objects, situations and relationships in the world. Jarvesoo believes that one's value system is a determinant of his likes and dislikes, and that his aesthetic preferences reflect the quantity and quality of his other experiences. The sources of aesthetic response are often obscure. The same painting or poem may remind one person of a happy childhood episode, others of frustration. Past experiences, even dreams, affect one's feelings about an object and his relationship to it. Through repeated experiences, Montgomery goes on, a person sharpens his perceptive sensitivities. This educator believes that aesthetic experiences will contribute to the fullness of living. The ends of art are usually not utilitarian, but rather wholehearted self involvement in an experience that brings great enjoyment, education in aesthetics should not be directed to having students parrot arbitrary formulae of good taste or slavishly copy objects that meet standards of good or correct art. The teacher should be more concerned with how a student develops certain standards of good taste than with how she applies them.

Role of the Teacher

The teacher has a responsibility to bring aesthetically rich experiences to her students including active utilization of all the senses in order to

¹ Devereux C. Josephs, "A Businessman's View of the Humanities," *Think*, Vol. 31, No. 1 (January-February 1965).

² Ainoo Jarvesoo, "Taste Education," *Journal of Home Economics*, Vol. 56, No. 6 (June 1964), pp. 394-398.

³ Chandler Montgomery, "Sensing and Responding to the World: Aesthetic Development," in Robert S. Fleming, ed., *Curriculum for Today's Boys and Girls* (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), Chapter 12, pp. 377-379.

aesthetic experiences can be made possible in every area of home economics. Some unstructured suggestions for experiences that can be brought into the classroom are offered here.

CHILD DEVELOPMENT

A child development study might be made of the empathy between mother and child portrayed in paintings of the Madonna by Andrea Mantegna, Gerard David, Raphael Raffaello Santi, Sandro Botticelli, Roger van der Weyden, Jacopo Bellini, Stefano da Verona, and Luca della Robbia. Many sensory experiences can accompany this discussion. Lithographs of *Mother and Child* by Kathe Kollwitz, noted for her studies of poor people, and prints of a sketch and a painting of *Mother and Child*, and the studies of the right hand by Pablo Picasso might be used to search out the feelings engendered by viewing a mother and child. A print of pictures such as *The Cellar Room* by Pieter De Hooch, which depicts a mother handing a piteher to a child, may be incorporated into a discussion of mother-child relationships or the role of a child in the family. In a study of youthful independence and particularly the urge to leave home, a print of *The Return of the Prodigal Son* by Rembrandt van Rijn is especially appropriate. Prints of Charles Willson Peale's *Peale Family* and of Bellini's *Bellini Family* might be helpful in exploring parent-child relationships. The photographs and artwork in the *UNICEF News*⁴ make that publication an excellent source of enjoyment in learning about children around the world.

The study of human attributes through poetry or literature strikes a responsive chord in children of all ages. Some of it is to be enjoyed alone, while other selections are to be shared. Suggestions for class use may come from many sources. Jacobs' monthly article on literature in *The Instructor* is designed primarily for elementary teachers but other teachers may find it a valuable source. For example, in discussing confidence Jacobs⁵ notes that faith is artistically stated in many poems and stories. A young child, he emphasizes, finds a source of faith in the rhythms of life—the seasons, day and night, and other wonders of the world. He suggests *A Tree for Peter*⁶ as an example of faith that transformed a shanty town.

relate treasured experiences, and to see special qualities in the materials with which they work in the home economics classroom—the patina of silverware, the feel of wood in furniture, the draping and molding qualities of fabrics, forms and color in foods. Let them observe line, color, form and space in the world about them, let them listen to its sounds—the roar of a jet plane, cars swooping down a highway, the rustle of a taffeta slip, the chirp of a bird. Encourage them to realize that the way things feel, smell, taste and sound are important. Individual experiences may be compared in the enjoyment of works of art, paintings, music, sculpture, and poetry. No one should be forced into these activities, and the teacher must not impose herself. She can, however, stimulate students to study the qualities of their own work, plan additional steps, and give technical assistance when necessary—supplying information about the rudiments of color, line and design, guiding the selection of materials, explaining procedures, smoothing out fumbling.

If students are to be exposed to a wealth of stimuli, the teacher must exploit every possible instrument. As their sensitivities mature, students may wish to explore increasingly subtle aesthetic experiences. Related

Figure 17-2 Aestheometry: the aesthetic of geometry may be implemented by stitching examples of geometric concepts in vividly colored threads. (By Permission from *Space Concepts Through Aestheometry* by James T. Anderson, Artesio, New Mexico.)

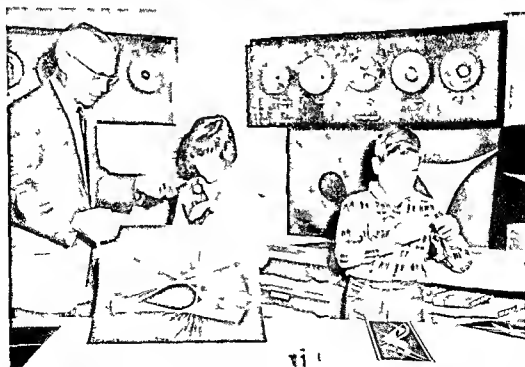


Figure 17-4. Photographs of people in other parts of the world are on aid to better understanding. (Courtesy of UNESCO)



denominator in all religions); *The Letter*, by Jan Vermeer, which may be used as a kind of projective technique for students to write their own ideas of the letter's contents or in a discussion of ways in which families communicate with one another, and *La Grande Jatte*, by Georges Seurat, a good backdrop for a discussion of family recreation.

Somerville⁸ analyzed the ways in which imaginative literature can contribute to family life education and discriminated five relevant areas of literary example: interrelationship between self-understanding and the understanding of others, student activity in the classroom, the emotional and the rational; life tasks, and values.

Folksongs offer a delightful opportunity to examine folkways. According to Burl Ives,⁹ folk music is part of a people and their collective mark is on it. American folk music is an important form of personal expression

⁸ Rose M. Somerville, "Imaginative Literature in Family Life Education," *Journal of Home Economics*, Vol. 55, No. 6 (June 1963), pp. 409-412.

⁹ Burl Ives, "America's Singing Heritage," *The Instructor*, Vol. LXXVI, No. 6 (February 1966), pp. 67-68.

FAMILY RELATIONS

Students enjoy reading about family life in ancient civilizations, such as India and China. Chinese ideographs might prove an interesting study, particularly those associated with home and family, and decorative objects—wall plaques, for example—might be designed around the characters. Illustrations of ancient gods may prove interesting; the Chinese god of the kitchen might be appropriate in the foods laboratory and give enjoyment to students. In a recording from the album *Ways of Mankind*¹ the family values of an American of Chinese background are compared with those of his Chinese cousin. The musical background to the commentary is excellent for aesthetic appreciation.

Paintings relevant to family life include *Praying Hands*, by Albrecht Durer for a discussion on religion and the family (prayer is a common

¹ Family the Universal Unit No. 5 *Ways of Mankind* (Bloomington, Ind. Audio Visual Center of Indiana University) composer Lucio Agostini written by Professor Lin Petersen based on research of Professor Walter Goldschmidt. Serial No. M80P5205



Figure 17-3 A Chinese God of the kitchen adds an aesthetic note. (Gas Appliance Manufacturers Association GAMA.)



Figure 17-5 Consider aesthetic experiences which may grow out of a family celebration like Thanksgiving (Courtesy of Elliott Erwitt)

women in an adult class *Bahram Gur In the Turquoise Pavilion* by Shaukh zada of Khurasan highlights the role of food with other life activities. Studies of the food habits of the Indians of American pioneers, and of different peoples ancient and modern can be rewarding.

Enjoying the foods of other countries develops a cultural appreciation for other peoples. The booklet *Food Wonders Around the World*¹² describes traditional dishes of different countries and injects considerable information about the historical origins and the people. Students at Public School 177 in New York undertook an interesting project that could be modified for home economics classes.¹³ A discussion of students' favorite dishes led to the development of *The Melting Pot Cook Book*, a 26-page mimeographed cookbook of dishes reflecting the students' many ethnic backgrounds. Along with recipes for dishes such as Greek *avgolemono* (egg and lemon) soup, Korean *bul kogi* (broiled beef), and Spanish

¹² Ruth Gehme Fox *Food Wonders Around the World* (New York: The United States Committee for UNICEF in cooperation with the Kellogg Company, 1961).

¹³ Jean Hewitt, "What's Cooking Down at P.S. 177?" *The New York Times*, November 29, 1965, p. 42.

and an integral part of the cultural history of our nation. This singer of folksongs urges teachers to introduce students to the pain and sadness, gaiety and laughter of folk music, through which they may find "empathy for the striving, the struggling, and the desperation of the various groups which built our nation." Students might be encouraged to compose their own folksongs.

Cultural understandings and an appreciation of family customs and traditions can be stimulated by learning about family holidays around the world,¹⁰ as well as ways to be a good host to visitors from other countries.¹¹ Linguistics provides a corollary avenue of study. Our English-language family words have cognates in many languages around the world. Our word *mother*, for example, is *mutter* in German and *mater* in Latin. The English *daughter* is *dottir* in Icelandic, *doch* in Russian, and *dukhtar* in Persian. Students might explore other cognates and highlight interesting customs. The significance of similarities among tradition-steeped manners and customs might be similarly studied.

FOODS AND NUTRITION

Paintings such as *Sugar Cane* by Diego Rivera, *Still Life: Apples, Pears and White Mug* by Jean Baptiste Chardin, *Nature Mort* by Paul Cezanne, *A Pumpkin Pie to Make* by contemporary artist Robert J. Smith and *Sandwich* by Wayne Thiebaud (pop art) are relevant to discussions of food procurement, selection, preparation and service.

Like folk music, food ways are a fascinating mirror of a people's experiences and beliefs. Customs and symbols associated with food are portrayed in *Peasant Wedding* and *The Peasant Dance* by Pieter Bruegel, the Elder. *Lemonade for the Fourth* by Robert J. Smith exemplifies the influence of holidays on refreshments. *Madame Renoir* by Pierre Auguste Renoir might aid in a discussion of food habits and overweight with

¹⁰ *Family Holidays Around the World* (Washington, D.C.: American Home Economics Association, 1964) Pamphlet.

¹¹ Mollie and Russell Smart, *How to Cherish an Indian Guest*, Entertaining Foreign Visitors, No. 1 (Washington, D.C.: American Home Economics Association, 1963) Pamphlet.

Helen S. Mitchell, *When East Meets West*, Entertaining Foreign Visitors, No. 2 (Washington, D.C.: American Home Economics Association, 1963) Pamphlet.

Nellie S. Watts, *When Your Guest is From Israel*, Entertaining Foreign Visitors, No. 3 (Washington, D.C.: American Home Economics Association, 1963) Pamphlet.

The beautiful colors, textures, and decorations of the sari of India have made it popular with American women, who have adapted it to various purposes. The appearance and symbolism of the adornments, head dresses, and other pieces of the dress of people in different parts of the world are interesting to study, with a view perhaps to adapting them to Western uses and tastes. Students desiring to study exotic clothing will be interested in a booklet, prepared by UNICEF,¹⁷ on clothing around the world.

HOUSING, HOME MANAGEMENT, HOME FURNISHINGS AND EQUIPMENT

Several filmstrips are appropriate for this area. "Man, Nature and Architecture," 42 frames in color, by the American Institute of Architects, Washington, D C., and "American Painting in History" from the National Gallery of Art, Washington, D C., 68 frames in color, with a recording and lecture script, are superior productions that give students an opportunity to see how homes can be built with whatever materials are at hand.

Prints of several paintings may also be used, such as *The Girl at the Ironing Board* by Edgar Degas for the pleasure to be found in management. *In the Meadow* by Pierre Renoir may serve as an inspiration for a color scheme in home furnishings. *Mont Sainte Victoire* by Paul Cezanne may be used to study color harmonies, as well as interesting forms and shapes, which may be applied to equipment and home furnishings.

Suitable films include "Line," an 11-minute color film from McGraw-Hill Films. This is a study of line as a basic element in aesthetics which may be applied to flower arrangements, equipment, furniture, and so on. "Seven Guideposts to Good Design," a 14-minute color film from Contemporary Films, explains design criteria applicable to all aspects of home furnishing. "A Tour of the White House with Mrs. John F. Kennedy," two reels, 58 minutes, black and white, from McGraw-Hill Films gives an excellent overview of period furniture and furnishings in a historic setting.

Sources of Teaching Aids

Prints of famous paintings are available through book shops and department stores at very nominal sums, and of course pictures and articles on

¹⁷ *Clothing Around the World* (New York: UNICEF and The United States Committee for UNICEF, 1963)

paella, students described traditions relating to food, such as the Greek New Year's custom of baking coins in a sweet bread dough for good luck. Dubois¹⁴ has attempted to encourage better human relations and cultural understandings through the use of food. For example, students discussing the meanings of bread to their families discover that it is more than food—certain occasions which require special breads, and that bread has deep religious and secular significances.

CLOTHING AND TEXTILES

The historical interrelatedness of architecture, the arts, society, and clothing are well depicted in a filmstrip¹⁵ that might encourage students to do further reading, to visit museums, and to otherwise explore this exciting topic. Portraits depict the clothes popular at the time the artist worked.

The palettes of such artists as Rembrandt and Van Gogh might inspire warm and cool color schemes for clothes and ensembles. A number of films are helpful in emphasizing aesthetics in this area of home economics, including 'Autumn Color' a 7 minute color film from Thorne Films, 'Color Keying in Art and Living' a 10 minute color film from Encyclopedia Films, 'Discovering Color' and 'Discovering Texture,' 16 minute and 17 minute color films from Film Associates of California. Collages may be prepared in interesting designs from velvet, steel wool, sandpaper, net, gauze, satin, angora, corrugated cardboard, nubby wool, or copper screening.¹⁶ A bulletin board of swatches of textured fabrics and titled 'The Touch Board' will encourage students to develop sensitivity to textures.

Students observing the designs in abstract paintings may be inspired to look for adaptations of them in the prints of fabrics. Piet Mondrian is an example of an artist whose ideas have been translated to other media. Students may be alerted to other manifestations of abstract art—the mannikin without a head used to display a dress or coat, the glove that appears to be suspended in mid air in a department store window, and the like.

¹⁴ Rachel Davis DuBois. 'An All American Thanksgiving Forecast for Home Economics' Vol. 75 No. 9 (November 1959) pp. 23-24.

¹⁵ 'Historical Highlights and Contemporary Clothes' (New York: McCall Corporation) color, 46 frames.

¹⁶ See *Project CUE, Culture Understanding Enrichment Home Economics* (Albany, NY: Bureau of Secondary Curriculum Development, The State Education Department, The University of the State of New York, 1963).

these questions will serve as guides to future development Teachers should recognize that all students can enjoy aesthetics, and that these universal values should be the privilege of every student in home economics

Suggestions for Further Learning

- 1 Study the following expressive book by a lyric photographer, and a writer with a flair for poetic prose, then consider applications for home economics

Levitt, Helen, and James Agee *A Way of Seeing* New York The Viking Press, 1965

- 2 Read from among the following books about aesthetics for background

Bager, Bertel *Nature As Designer* New York Reinhold Publishing Corp., 1966

Goldwater, Robert, and Rene d'Harnoncourt *Modern Art in Your Life* New York Museum of Modern Art and Doubleday & Company, 1953

Lowenfeld, Viktor "The Meaning of Creativity for Art Education," *The Meaning of Creativity*, Research Bulletin Kutztown, Pa Eastern Arts Association, 1954

Mearns, Hughes *Creative Power The Education of Youth in the Creative Arts* New York Dover Publications, Inc., 1958

Munro, Thomas *Art Education, Its Philosophy and Psychology* New York Liberal Arts Press, 1956

Read, Herbert E *Education Through Art*, rev ed New York Pantheon Books, 1958

Santayana, George *The Sense of Beauty*, Being the Outline of Aesthetic Theory New York Dover Publications, Inc., 1955

Seiberling, F *Looking into Art* New York Holt, Rinehart & Winston, Inc., 1959

Taylor, Harold *Art and the Intellect* Garden City, NY Doubleday & Company, Inc., 1960

- 3 Analyze your own aesthetic development Reading the following article may be helpful

Jarvesoo, Amoo "Taste Education," *Journal of Home Economics*, Vol 56, No 6 (June 1964), pp 394-398

- 4 Think of the various areas in home economics, then consider for each at least two ways in which aesthetic experiences may be incorporated
- 5 Visit a number of classes in home economics What is the emphasis, if any, on aesthetics? What suggestions can you offer?

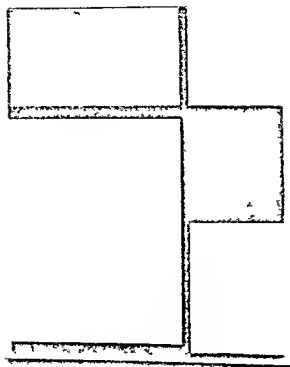


Figure 17-6 Students might study this Mondrian composition and apply the design to storage units or dress the exterior of a house and similar applications (Museum of Modern Art)

glassware furniture and home arts may be found in magazines. Art galleries offer prints of paintings loan exhibits and many other services.

The teacher should encourage her students to see beauty in everything around them. She may keep interest high by frequently bringing items into the classroom—a wood carving or a piece of sculpture, a simple but unusual flower arrangement, a beautiful but inexpensive piece of pottery, a piece of fabric with an unusual texture or design, a compelling photograph, an interesting basket, a ceramic pin. The teacher who expects to develop aesthetic sensitivity in others must herself be a participant and an appreciator. Students might set up a museum in a corner of the room. Resource persons in the community might be persuaded to come and share their home crafts, sing folksongs, or read their own poetry.

Evaluation

Evidence of increased sensitivity and imagination in students and of greater growth and enjoyment in aesthetics is not easy to find. Have students revealed personality traits and feelings as they engaged in art experiences? Do students appear to be more familiar with interrelationships, more willing to express themselves and to try their own ideas? Answers to

Evaluation

EVALUATION HAS MANY MEANINGS In home economics it means determining how well a teacher knows every student—be she rich, poor, slow, gifted, inactive, or creative—how well the teacher has been able to release the utmost potential of each of her students. Evaluation means the extent to which a group or class is achieving its goals. It means finding out the effectiveness of teaching, of public relations, of home economics in the total curriculum.

Evaluation does not mean tests and measurements or other isolated activities, nor is it a mystical operation designed to frighten and confuse students. It is not a terminal process—not the end of a unit, six-weeks' report cards, or a display of students' work. Rather, evaluation is an on-going attempt to answer the question, "How well am I doing what I am trying to do?"

PURPOSES OF EVALUATION

One of the major purposes of evaluation is to determine the extent to which objectives are being achieved. What was accomplished? Did this

- 6 Add to the resources discussed in this chapter for teaching materials for emphasizing aesthetics in home economics. Read the following book with dramatic excerpts

Giles, H. H., and Robert J. Cadigan *Playwrights Present* New York: Harper & Row, 1942

Think of scenes or sections from Shakespeare, Shaw, or other playwrights that might be used in a similar manner. Are there scenes from operas that would be applicable? Poetry? Read passages from the Greek tragedies, such as the speech of Haemolus from "Antigone," on the role of the father, as a stimulus for discussion.

Greene, David, and Richard Lattimore *Complete Greek Tragedies*, Vol. III, *Antigone* Sophocles I New York: Random House, Modern Library Book, 1954, p. 212, begin line 701.

- 7 Listen to the following recordings and decide if any selections might have applications for a phase of home economics. How can values, relationships, or social sensitivity be emphasized?

Haute Couture from *Skyscraper*, composer, James Van Heusen, lyricist, Sammy Cahn, artist, Rex Everhart, Victor VA-2422

'Lonely House' from *Street Scene*, composer Kurt Weill, lyricist, Langston Hughes, artists, Ann Jeffries, Poyna Staska, and Brian Sullivan Columbia OL 4139

'My Adobe Hacienda' from *Burl Ives Songs of the West*, artist, Burl Ives, Decca DL4179

'The Men in My Little Girl's Life', composers, G. Sharpe, E. V. Deane, and M. Candy, artist, Mike Douglas, Epic LN 24186

'I Feel Pretty' from *West Side Story*, composer, Leonard Bernstein, lyricist, Stephen Sondheim, artist, Carol Lawrence, Columbia OL 5230

- 8 Look at the following film and decide how it might contribute to aesthetics by giving insights of living and communication in many parts of the world.

Beyond All Barriers, one reel, 30 minutes, color, 1965. Contact your local telephone company for a print of the film.

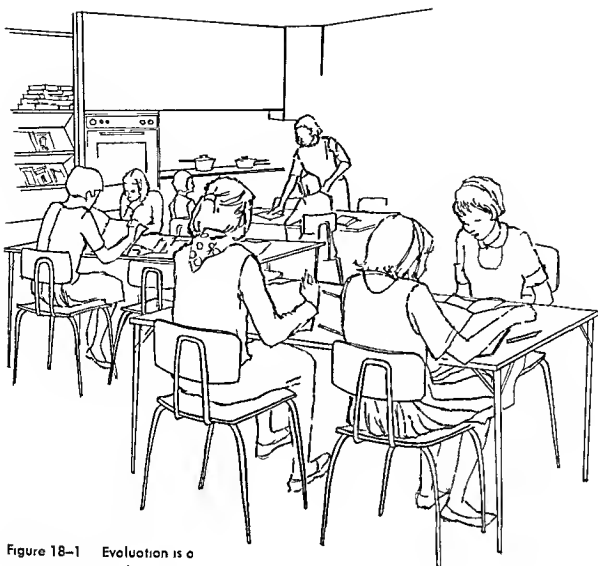


Figure 18-1 Evolution is a cooperative procedure

launched, or attempts are made to create closer parent school relationships or more fully to utilize community resources, it is reassuring to have tangible proof of progress and success. Students particularly are anxious about their achievements and feel more secure when given evidence of their progress.

Last, evaluation can provide a means of strengthening a school's public image. Parents are impressed with concrete data concerning the achievements of their children in any undertaking. The home economics teacher can strengthen public relations for her department by citing actual examples of the ways in which the community is being utilized to highlight or amplify certain aspects of teaching, of contributions made by members of the community to classes, of the outcomes of wage earning courses, and other departmental activities.

The purposes of evaluation in any department of home economics or school should be determined by the teachers with involvement of students whenever possible, for as partners in the evaluative process the students will be greatly interested in realizing the goals.

promote growth? How might it have been done differently? What are the next steps?

One of the common pitfalls in evaluation is that teachers often believe that their objectives are geared to student development, when in actuality their evaluation is geared to facts or emphases that are unrelated to the objectives. Students quickly tend to select those learnings about which they are examined. According to Taba,¹ the method of evaluating what is learned will dictate the way in which learning takes place.

Interpreting evaluation in a broad sense, Smith and Tyler² proposed five major purposes of evaluation in education. One purpose centers around the determination of the effectiveness of an institution and the areas of it that require improvement. If, for example, a school decides that the communication skills of all its students need improvement, the home economics teacher must contribute to this goal by emphasizing to her students the importance of speaking and writing well in her classes.

Knowingly or unknowingly, a school operates on certain hypotheses that require periodic validation, and that validation is a purpose of evaluation. A school cannot assume, as it might be wont to do, that it is preparing its students well for home and family living unless some corroborative evidence can be found.

There are a number of hypotheses concerning home economics programs which have not been tested, such as that an all purpose classroom is the most effective use of space for instruction, that home economics can be taught only in small classes, that home economics must be laboratory oriented, that teaching is facilitated at the junior high school level if boys and girls are in separate classes. Since circumstances and teachers vary, the results of testing may not be the same in every situation. Another important purpose of evaluation, according to these educators, is to secure sufficient information about students to permit effective guidance. Teachers will have to decide what they consider important—grades, the ability to get along with others, participation in extracurricular activities, or development in many areas. Teachers, with the help of guidance counselors, should have some foundation for planning with each student ways to help her overcome whatever difficulties she may be having.

Evaluation tends to give a psychological security to teachers, to parents, and to students. Such is the fourth purpose. If a new curriculum is

¹ Hilda Taba, *Curriculum Development: Theory and Practice* (New York: Harcourt, Brace & World, Inc., 1962).

² Eugene R. Smith and Ralph W. Tyler, *Appraising and Recording Student Progress* (New York: Harper & Row, 1942).

of evaluation, the primary objective of which is to facilitate growth and improve development among students

Evaluation is concerned with means and ends It is not sufficient to appraise end results alone, the teacher must be equally concerned with the processes by which those results evolve Evaluation, then, begins to operate as soon as purposes are planned and defined and continues until they are being realized Purposes must not be accepted without critical examination for consistency and controlling values

Evaluation is experimental Teachers should not be concerned with finding fixed answers but instead should test hypotheses which grow out of their purposes Teacher and students should weigh alternative values, consider possible consequences of different courses of action, and test those ideas that seem most feasible Hypotheses should be considered tentative guides, to be retained, changed, or discarded in the light of accumulating evidence of their effectiveness or lack of it

Evaluation is a continuous, ongoing process Appraisal is not a periodic phenomenon, not a spasmodic exposure to tests and other evaluative measures Some authorities question if an ongoing program should be halted for tests Evaluation is concerned with the whole range of students' learning, it is not limited to students' personalities, attitudes, and interests The teacher must continuously collect evidence of her students' growth in democratic living as a basis for effectively directing their efforts

Evaluation emphasizes the importance of the individual The teacher must have equal concern for every student in her classroom, regardless of their backgrounds or abilities She must make every effort to keep well informed about students in order to help them become increasingly self-directive

Evaluation is an integral part of the teacher-learning process Teaching and learning are greatly influenced by the kind of evaluation that takes place in the classroom Evaluation can be carried on concurrently with teaching For example, a discussion of some social problem such as inadequate housing may involve an appraisal of students' awarenesses of this social problem and a review of their behaviors relating to it In the context of the teaching learning situation, evaluation is both individual-centered and group centered

Evaluation is a cooperative procedure Evaluation is not a function reserved for experts, it is the concern of all individuals associated with an educational activity or who are affected by its results Each should contribute to the extent of his interests and ability The areas of common understanding are thus widened, and evaluation becomes something shared and vital

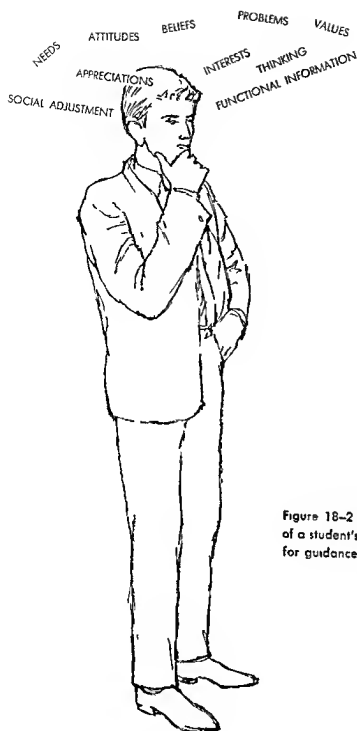


Figure 18-2 Evidence of many facets of a student's development is important for guidance

CHARACTERISTICS OF EVALUATION

Teachers should envision curriculum planning, guidance, and evaluation as integral parts of the educational process, for as independently operating processes they are much less effective. This is particularly true



Figure 18-3 What does the appearance of students reveal?

The next step is to explore all possible ways for securing evidence of these various behaviors. Evaluation of students individually and as a group begins with the teacher's initial contact with them. She will begin to collect immediately evidence about the ways in which her students are alike and how they are different, to identify friendship groups, to pinpoint the shy, the aggressive, the indifferent, the quick, and the slow, to gain some notion of their socioeconomic statuses, intellectual capacities, and their special problems. In time she will learn considerable about their family situations.

Of the methods commonly used, personal observation can be most revealing. A teacher might start with the students' appearance. Do facial expressions connote tension, happiness, moodiness, or relaxation? What do grooming, posture, and health tell? From all this a teacher may establish certain tentative hypotheses for later verification. Observation will also reveal the number of friends a student has and the extent to which she has mastered certain skills, developed appreciations about line, color,

Evaluation is concerned with valuing Teachers must be aware of the controlling values that direct any educational transaction. The evidence secured through evaluation is usually subjected to value judgments, and the wise teacher will attempt to identify the values reflected in her appraisal. Helping students to find sound values is one of the most important functions of home economics. Values generally should not be classified as either good or bad, rather, it is more fruitful to examine the consequences of holding certain values. Students should work and live in a permissive atmosphere that allows them to explore their values.

Evaluation involves reconstruction There is little necessity for having evaluation as an important part of education unless something positive results and improvements should be made following an appraisal effort. Revisions, refinements, corrections or enrichments may affect not only the home economics program but the entire school, even the community itself.

PLANNING EVALUATION

Basic to the planning of evaluation is a determination of the goals to be evaluated. The specific goals of home economics are ramifications of the general one of concentration on improved family living, and relate to the feeding, clothing and housing of the family, child care, health, the management of time, money, and other resources, human relations, and allied subjects. But the home economics teacher is equally concerned with the broad purpose of all education—namely, the personal and social development of students. Goals relating to this end include the development in students of the ability to think critically, the clarification and examination of values, attitudes and beliefs, the solution of problems, the stimulation of interests, the development of appreciations, the satisfaction of emotional and other human needs, and the fulfillment of other aspects of personality.

It is essential that all goals be outlined very clearly and that the behavior characteristics related to each goal be spelled out. For example, how does a student act if she is thinking critically, operating a sewing machine efficiently, being considerate of others, using time effectively? When a girl displays some of the attributes of desirable social adjustment she becomes obviously acceptable to herself, to her environment, to her peers, and generally to persons of all ages and both sexes. Accepted, too, by them, she is able to move easily from group to group.



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Achievement Tests

Standardized achievement tests are usually used by a school to determine the status of its students in a particular area for purposes of comparison with their counterparts in other schools. For home economics, few tests of this nature are available, hence teachers must devise their own. Following are some general suggestions to bear in mind in the construction of these tests:

- 1 Tests should assess students' progress in reaching an educational objective that has been stressed in teaching
- 2 The format of a test can be essay, multiple choice, completion, true-false, matching, or a combination of these. Using a combination tends to expand the scope of measurement.
- 3 Work from a broad outline of the areas to be covered. Some teachers find it helpful to write each test item on a card so that it is easy to arrange them in the order desired. If the test is to be used again in the future, test items that failed in some manner can be easily deleted and others added.
- 4 It is best to group together similar items or those in the same area to facilitate scoring and to determine the areas in which the entire class did well or poorly. It also encourages better thinking on the part of the student, because all of her knowledge on a particular facet is brought to bear at one time. Skipping from one area to another without good reason may do nothing but confuse.
- 5 Directions should be simple yet adequate, and clearly stated. Many tests do not accomplish their purposes because students do not understand what they are supposed to do.
- 6 In tests that call for write-in answers, there should be plenty of room for the write-ins. For objective types of tests, answers at either the left or the right side of the page may be arranged. If there is a free response, permit sufficient space for the student to write the answer.
- 7 Consider the length of the test—be certain that all students can complete it in the time allotted, since they will work at different speeds.
- 8 Clarify any unusual terms in the test.
- 9 Word the test in language familiar to students. Do not try to trick students with sly wording. Content is the important thing. Proofread the test carefully for ambiguities.
- 10 Be certain that clues to the answers are not in the questions.

and texture, has ability to work with others, or countless other aspects of growth

Listening carefully is another way of gathering evidence. If the teacher provides a permissive atmosphere, her students may talk freely, but she must be fair minded in evaluating this kind of evidence. What does a student say during a class discussion? What are her favorite topics of conversation? What do students say about each other? What are the opinions of other teachers? What kinds of information do parents occasionally venture? What insights are revealed by the remarks of townspeople? In a similar manner, students' written work—logs, diaries, autobiographies, reactions to readings or experiences, essays—can be helpful in evaluation. The ingenious use of certain teaching methods and materials—films, photographs, filmstrips, and recordings—is particularly noteworthy for challenging thinking values, attitudes, and beliefs. Also valuable are student records on file in the school office, particularly personality and intelligence tests. The counsel of guidance personnel can be valuable, too. Conferences with individual students can be very worthwhile. It is particularly important that they be held in a relaxed, unhurried, and comfortable atmosphere, and that the discussion center on something specific.

There will be occasions when a teacher will find it most effective to use evaluative checklists, inventories, questionnaires, sociometric devices such as sociograms and social distance scales, rating scales, anecdotal records, interpretation of data tests, and other such devices.

EVALUATIVE TECHNIQUES AND DEVICES

Any device or procedure used in the evaluative process should have the properties of validity, reliability, and objectivity. *Validity* defines the soundness of evidence and its relevance to what is being evaluated. For the evidence they will adduce to be valid, evaluative procedures and devices must be consistent with the objective of evaluation. *Reliability* defines the consistency with which a procedure or device can be applied. A reliable procedure is as effective with Mary as it is with Susan, with this year's class as it was with last year's class. *Objectivity* defines the intrinsic freedom from bias in the design and applicability of a device or procedure, but more, a truly objective device should afford little or no opportunity for a teacher to exercise bias in the application of the device or in analysis of the evidence it adduces. In the limited time afforded to the teaching of some classes, unfortunately, it is often difficult for a teacher to verify beforehand that an evaluative device or procedure she proposes to use will meet these important criteria of evaluation.

- 3 To compare two or more items, ideas, or situations
 - a. Compare the feasibility to a young couple of renting an apartment as against renting a house
 - b. Compare the advantages and disadvantages of several leisure-time activities available in the community
 - c. Compare major differences between a family that is organized democratically and one that is organized autocratically
- 4 To describe characteristics, a process, or an experience
 - a. What were the steps you took when making your most important decision of the past summer?
 - b. Describe the best cake you have ever eaten
 - c. Describe what you would do if you were given a thousand dollars
- 5 To appraise what is desirable or undesirable in terms of certain standards or goals
 - a. A woman found a biscuit recipe in two different cookbooks. She tried both of them. One recipe was very successful, the other was a failure. The woman wondered why there was such a difference. Discuss what you must know before you can tell her the reason.
- 6 To exemplify or to illustrate
 - a. Discuss an example of what you believe cooperation in a family means
 - b. Discuss, with examples, what you believe a junior high school student should be able to buy by herself
- 7 To explain meanings or operations
 - a. Write the directions for the use of some small kitchen gadget
 - b. Explain a tradition of your family to a pen pal in another part of the world
- 8 To interpret data, trends, comments, or information
 - a. Listen to your favorite radio or television news commentator. Analyze for evidence that he may be going beyond the data or is being overcautious
 - b. Remove the label from a can of tomatoes and interpret the information on it in terms of uses to which this product might be put in your family menus
 - c. Find in a newspaper or magazine a graph dealing with something pertinent to family living, such as consumption of certain foods, use of credit, or teen-age spending, and interpret the meaning for you as a student. Do any trends have special meaning?

- 11 It is psychologically sound to progress from the easiest items to the more difficult. In this way a student gains a certain satisfaction, and the test itself gives reinforcement.
- 12 Prepare beforehand an answer key for the test and be certain of the correct answers. Make some kind of plan for scoring. If one section of the test is more important than others, it should have greater weight.

The atmosphere of the testing situation is very important. When tests are used as a threat or punishment, they tend to cause fear, and students cannot learn in a climate of fear. The teacher must be careful that a girl is not penalized because she works slowly. If a test places high value on unimportant details or rote memory, students may become discouraged.

The teacher must make definite plans for using the results of the test to discover strengths and weaknesses of individual students and of the group as a whole. Scores will give some idea of the ranking of students, indicating those who are obviously in need of further study.

Essay Test

The essay test is used frequently in home economics, particularly when a teacher wishes to appraise a student's ability to organize ideas logically, clearly, and quickly. Students must have some skill in English to write an essay test well. Following are some specific uses and suggestions for essay tests.

- 1 To analyze possible causes and effects, means and ends, or omissions in the process
 - a Analyze a hypothetical young couple's household budget.
 - b Describe the causes of and preventive measures against a failure in a baked product, such as muffins or cake.
- 2 To apply principles, knowledge, or skills
 - a What principles of food preparation would be applied in the making of a cheese omelet?
 - b What would you have to know in order to select suitable fabric for a school dress for yourself?
 - c If a friend complains about the length of time it takes to prepare a certain menu for her family, what information would you need to secure from her in order to help her plan more efficiently?

Of the various kinds of objective tests, *true-false tests* are often used if a quick general survey of a field is desired. This form has a number of serious shortcomings: the student is offered only two possibilities to which he can react, there is a greater opportunity for guessing, and it is very difficult to construct statements that are absolutely true or absolutely false, teachers too often use the words *all* and *everyone*, which generally make a statement false by implication. Another serious shortcoming is that it is extremely difficult to construct test items that actually discriminate important generalizations, principles, and concepts. One of the best uses for true-false test items is in the teaching of a controversial issue, such as some aspect of public housing or mixed marriages. By this method a teacher can gain some insight into how her students react.

Modified true-false tests have been developed to reduce guessing. Students might be asked to do something in addition to choosing *true*, *false*, *yes*, or *no*. One possibility is to have students strike out a word or words to make a statement true or false, another is to ask them to defend their choice in a brief essay. Students might be asked to rephrase a statement so that it will be true or false, generally speaking, to make a false statement true is educationally the wiser choice.

Multiple-choice tests are difficult to construct, but they are adaptable, easy to administer, and easy to score. A multiple choice item consists of two parts. The first part is sometimes referred to as the *stem*, and consists of a statement, an incomplete sentence, or a description of a situation. This is followed by a series of at least three but usually not more than four alternative responses, from which the student is expected to select the correct or most suitable response to whatever the stem calls for. The difficulty in constructing these tests is to make the alternatives as plausible as the correct response. Teachers might use essay tests which they have given previously and select from them incorrect answers made by students as the basis for alternatives. Several safeguards are needed in constructing these tests. It is wise to avoid any pattern, such as having the second response consistently the correct one, and to avoid textbook or ambiguous language. The stem should be framed as a question rather than a statement, if that seems more appropriate. If they are well constructed, multiple choice tests are generally valid, reliable, and discriminative.

Here are a few suggestions. Multiple choice might be used for purposes of identification. At the left side of the paper there might be a sketch of a piece of kitchen equipment, a part of a sewing machine, or a cut of meat. On the right there might be a statement such as "this is" followed by a list of four or five items. Students could be asked to cancel inapplicable

- 9 To organize in logical steps
 - a Describe the steps in putting a simple jumper together
 - b Plan the class division of labor for the preparation and service of punch and cookies for a mothers' party
- 10 To summarize major points, ideas, or conclusions
 - a Summarize the main points to consider in the selection of a household appliance
 - b Summarize important points that you learned in a community field trip to different kinds of houses

These suggestions should stimulate other ideas. The essay question can be quite versatile and does help a student to express herself more fluently. Areas to be discussed should be indicated as specifically as possible.

Before grading a class's essay tests, the teacher may wish to read all of the papers to get a general idea of what the whole class did, and how well they did it. In reading each question note errors, omissions, and inadequate discussions. If students have been previously warned, it might be well to deduct for rambling and gratuitous material. If pertinent points that were not originally considered by the teacher are included, the student should receive extra credit for them. Such factors as neatness, general appearance of the paper, spelling, and other aspects of English should be taken into consideration.

Essay questions have decided limitations. Their validity and the reliability are frequently low, owing to the inevitability of subjectivity in scoring by the teacher and the difficulty of applying rigorous standards of scoring. Time might be well spent in teaching students how to write essay type tests. Avoid giving choices of topics, for that only compounds the difficulties of judging and scoring.

Objective Tests

A number of purportedly objective tests are used by home economics teachers. Actually, all tests should be objective, and the only unique claim to objectivity that these tests have is that there is generally only one correct answer per question. Students do not react as unfavorably to objective tests as to the essays, because there is less opportunity for subjectivity in grading. Objective tests tend to be exercises in recall, or to put more emphasis on facts than on eliciting beliefs and attitudes. Objective tests are easy to construct and take but a short time to administer and score. The great limitation of them is that the teacher cannot certainly know if correct answers are the products of knowledge or good guesswork.

the names of fabrics with suitable uses of those fabrics, problems and solutions, such as management of time or money, and relationships, such as reactions of a mother to a small child's behavior

Another type of objective test is the *completion test*, which is actually a form of recall test. It is of value only when it must be determined whether or not a student has accurately memorized information. In the construction of this test not too many words should be omitted from each question, otherwise it will be too confusing to answer. The following are typical completion-test items

1. The leavening agent in angel food cake is _____
2. One of the best sources for Vitamin C in the diet is _____

Performance Tests

Performance tests are frequently given in the laboratory so that a teacher may gain some idea of a student's information and skills, as well as her ability to apply what she has learned. Having students prepare a very simple meal, for instance, gives the teacher an opportunity to observe the performance of her students individually or as a group. In a unit on home nursing, a number of stations might be set up, each with the necessary equipment and supplies to treat a specific nursing problem. Girls might work in groups of twos, one of each pair acting as patient for the other alternately from station to station. The problems might include treating a fainting person, treating a burn, treating a cut, taking a patient's temperature, assisting a patient from a bed to a chair, and other similarly simple procedures. In a study of textiles, students might be given a number of swatches to identify and perhaps to suggest the most suitable uses for them. A simple construction project might help a teacher to determine certain clothing construction skills as well as the students' knowledge of the use of the sewing machine. An actual function, such as a tea for teachers, may serve as a performance test for good manners, food preparation, food service, management of time, planning of a budget, and similar tasks.

Checklists and Inventories

Checklists and inventories are substantially similar, efficiently gathering comprehensive data. Students can be asked to indicate on a checklist of leisure-time activities those in which they participate frequently, occasionally, and seldom, for instance. Similarly, students can be asked to indicate on an inventory list those foods they have prepared and how frequently

responses to make the statement true to circle the correct response, or to place an x before the correct choice. A short description might precede the alternatives to which a student may respond.

Mary is helping her mother plan the family meals. The doctor has recommended that her brother John should have a diet that includes iron rich foods. Which of the following foods would be her first choice?

- 1 Carrots
- 2 Iceberg lettuce
- 3 Rye bread
- 4 Eggs

This type is sometimes called reverse multiple choice since it is a process of elimination rather than selection.

A matching test is composed of a list of items in the form of words, phrases, statements or diagrams which are to be matched with correlative items in another list which Arny³ calls the *stimulus list*. The stimulus list can be longer but the list of items to be matched with it should include no more than ten to fifteen items. Care must be taken that the lists are consistent and it is important that there be only one correct pairing of items. Both lists should be complete on one and the same page so that students need not turn pages back and forth to match them up. Matching tests are generally more economical of space than multiple choice tests are. They contribute to the recognition of relationships and they have been found to be highly reliable and quite discriminating if they are carefully constructed.

The following is an example of a matching test. Directions: Place the number of each dish after the nation with which it is associated.

- | | |
|------------------|-------------|
| 1 Antipasto | England () |
| 2 Rice cakes | France () |
| 3 Fish and chips | Russia () |
| 4 Smorgasbord | Germany () |
| | Sweden () |
| | Japan () |
| | Italy () |

Matching tests might be used to emphasize applications of principle such as democratic principles to family life situations, cause and effect, such as identifying causes of failure in baked products, meanings such as

³ Clara Brown Arny, *Evaluation in Home Economics* (New York: Appleton Century Crofts Inc. 1933).

the names of fabrics with suitable uses of those fabrics, problems and solutions, such as management of time or money, and relationships, such as reactions of a mother to a small child's behavior

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- 1 The leavening agent in angel food cake is _____
- 2 One of the best sources for Vitamin C in the diet is _____

Performance Tests

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they have prepared them, what they spend their money on, what appliances and equipment are in the kitchens of her students' homes, and so on

Evaluation of Problems

Students' problems can be quite disturbing to them, and it is important for a teacher to evaluate the kinds of problems students in her classes have. Checklists have proven helpful for the purpose. Mooney⁴ has developed problem checklists to be used at the junior high school, high school, and college levels. They cover the areas of health and physical development, school, home and family, boy-girl relationships, relations to people in general, self-centered concerns related to moods, morality, and a miscellaneous group related to money, future, religion, educational-vocational plans, and so on. Students are asked to draw a line under the problems they believe are important, then are asked to reread the whole list and check those which are bothering them the most. Miller and Morgan⁵ have developed a checklist called, "Are You A Worry Wart?" which can be used in whole or in part.

Role playing is an effective device for evaluating problems. Selecting a problem that is common to a group, the teacher might have students act out possible solutions through role playing. The teacher can observe what aspects of the problem seem to the students to be particularly acute, and how the students react to them.

Projective methods are especially valuable in securing evidence of students' perplexities. The teacher can show the group an emotionally charged picture, cartoon, or story and ask them how to solve the problem depicted. A similar use can be made of wishes. Students may be asked to jot down their three most important wishes of the moment. To encourage freedom of expression, their papers should be unsigned. The teacher can rapidly categorize the areas in which these wishes are concerned and speculate about what problems may be associated with them.

Students might be asked to react to such practical problems as what to do if the potatoes scorch for dinner, if some mayonnaise is spilled on a wool sweater, if a boy does not call for another date, if parents will not permit one to stay out as late as her friends do, if one has to share a room with her grandmother, or if one is lacking the time to do what she likes. During the discussion, note evidences of values, critical thinking, practical approaches, signs of maturity or immaturity, use of resources, and other

⁴ Ross L. Mooney, *Problem Check List, Junior High School Form* (Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1942).

⁵ May Miller and June Morgan, *Projects with Penny* (Danville, Ill.: The Interstate Printers and Publishers, Inc., 1961).

indications of growth and development. These problems might also be presented in a checklist headed "What Would You Do If——?"

Evaluation of Social Adjustment

The social adjustment of a student is of vital importance to her development. One of the simplest sociometric devices is the sociogram devised by Moreno,⁶ Jennings,⁷ and others. It is a graphic representation of the spontaneous choices of students within any given group. This device will offer insight in regard to the acceptance or rejection of some individuals by others, and will indicate association patterns and clusters of friends.

A specific situation is the basis of a sociogram, for example, asking students to list the three people with whom they would most like to work in a laboratory situation or the three friends they would most like to take with them on a vacation. The teacher does not share this information with students in any way, but she should apply the results in a practical manner if possible, arranging it so that students work with associates of their preference in the laboratory, for example.

A social distance scale consists of a list of statements, as *Would have as my closest friend*, *Would like to have live in my neighborhood*, *Would prefer to have no closer than as a member of my class*, *Would speak to only when necessary*, and the like. To each of these items a student is asked to match the names of fellow students. This device is very helpful in determining the closeness or the distance which individuals would like to have between one another. A variant of the social distance scale is the *Who's Who* technique. Students are asked to match the names of classmates with each of a series of personal characteristics: *— is a good sport*, *— is friendly*, *— is lazy*, *— does not do her share*, *— is careless*, and so on. Through this device the teacher may be able to determine what it is that causes some students to be rejected by the group.

Anecdotal records can be quite helpful in evaluating students' personal and social development. A teacher records an incident as she has observed it, without any interpretation or subjectivity, and which she feels will be useful in evaluating the student. Following is a typical entry in an anecdotal record.

Name Sarah Smith
Anecdote
What happened?
What was said?

Date

⁶ J. L. Moreno, *Who Shall Survive* (New York: Beacon House, 1917).
⁷ H. H. Jennings, *Sociometry in Group Relations* (Washington, D.C.: American Council on Education, 1915).

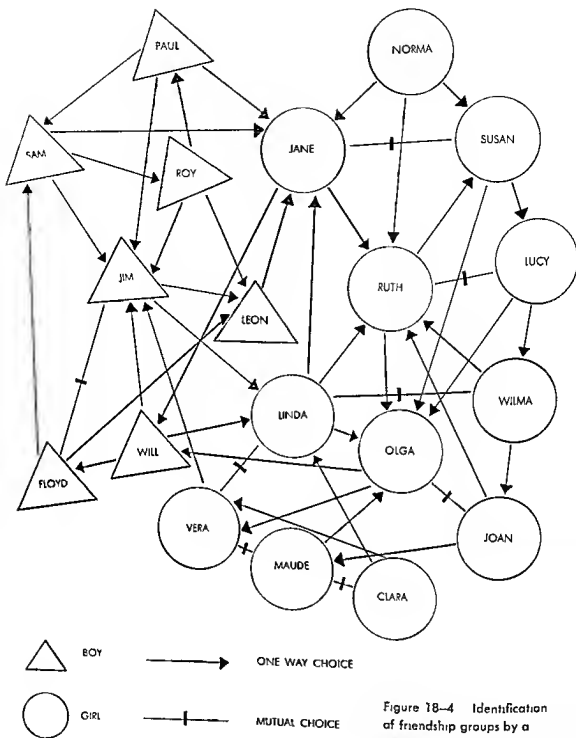


Figure 18-4 Identification of friendship groups by a sociogram is valuable

Sarah was in the line of students who were waiting to be paid for helping in the school cafeteria. She kept edging her way up to the head of the line.

Words or phrases that describe the student
 Thoughtless
 Aggressive

Words or phrases that describe teacher's reactions

Disturbed

What are possible reasons?

How might I teach her?

When a teacher has a collection of such anecdotes, she may detect certain trends in a girl's behavior or general progress. The sample anecdote is quite negative, but positive anecdotes should be recorded, too.

Evaluation of Social Sensitivity

Devices for this characteristic gauge a student's concern for the people and the world in which she lives. Social sensitivity is generally evaluated through teaching materials and methods, but occasionally a teacher may wish to get the reactions of the entire class recorded on paper. One such device takes the form of an opinion poll.

Read the following statements and check below to indicate about how many people you think agree with it. *Slum housing is a problem in our country. Many people are living in inadequate homes. We should not have to pay taxes to build suitable homes for them. If these people would work as they should, they would be able to build their own homes.*

Nobody

Only A Few

Much Less Than Half

About Half

Much More Than Half

Almost Everybody

Although this device does not ask for a student's opinion directly, it is assumed that her answer will reflect her own feelings. A similar technique is to read a news item that highlights a social problem relating to, say, the aged, the disadvantaged, or the unemployed. Students are asked to write anonymous opinions about the article or reactions to the problem. The teacher might profitably open the topic for discussion.

Evaluation of Interests

Interests are among the most potent drives that an individual can possess. The interested student is oblivious of time, has boundless energy to marshal resources or to execute a project, and in general gives every in

dication of satisfaction. Interests connote likes and dislikes, pleasure and concern, satisfactions and dissatisfactions. A student's personality may be highlighted in many ways by her preferences and choices, the decisions or the solutions that are involved in the pursuit of interests. Students' interests are not static, they change from time to time—some endure, others are fleeting. The teacher can assume that interests may be encouraged and developed.

To discover her students' interests, the teacher should observe and listen, but a checklist is certainly one of the most efficient devices. A checklist may ask students to disclose their vocational, cultural, leisure, home and family, school, and community interests. Students' preferences in books, magazines, and newspapers are very revealing. Examination of a student's responses should disclose the range and intensity of her interests. Do they cluster around one area, or are they diversified? Is there any evidence about the length of time that particular interests have endured? Which seem ephemeral? Are there any unique qualities in the interest patterns? Are interests self-centered? Is the family involved? Are there altruistic motivations apparent? If a student reveals few or no interests, she should be a matter of grave concern.

Evaluation of Appreciation

Appreciation is one of the most difficult student qualities for a teacher to evaluate. An expression of appreciation generally denotes that a value is placed on something and reflects feelings, background, or experience which is generally positive in tone. In some of these areas appreciation is closely associated to interest. Do students express sensitivity to their reading, artwork, or to surroundings in general? The quality of words used in writing, selection of attire, or time spent in aesthetic expression are all evidence of appreciation.

Practical situations appear to be one of the best ways of evaluating appreciations. Students may be given fabrics from which to choose a suitable combination for a costume or for decorating a room. They might be asked to respond to photographs of different rooms and to analyze their likes and dislikes. The teacher must be careful to guard against injecting her appreciation in so overpowering a manner that students do not feel free to make their own judgments.

The Student Log

A student log or diary is a kind of all-encompassing evaluation device revealing tentative hypotheses about a student's interests, values, prob-

lems, knowledge, and the like that may be further explored or tested during teaching and counseling. The teacher must decide the kind of information she wishes to elicit before constructing a log form. Is she interested in the kinds of experiences a student is having in school, at home, or in the community? Would it be helpful to know how significant these experiences are to a student, and the values revealed as she pinpoints important aspects of her activities? Is use of time a vital consideration? For slow learners, for younger students, or to initiate the device, it might be well to confine it to a few significant points. Logs can be changed in format during the course or from one course to another, and their flexibility is an important point in their favor. Following is a sample log suitable for use with high school or college students. Experiences should be listed on the left, and on the right, space should be allowed for the student to describe the significance of her experiences to her.

WEEKLY LOG

Name _____

Week ending _____

I participated in the following activities (not classes)

I did the following things outside of school this week (such as had dates, worked, looked at TV, went to parties, movies, concerts, listened to recordings)

Although I did many things in and out of school, there were three or four experiences which stand out as being successful, happy, unsuccessful, perplexing, new, strange, or different

Experiences

1st experience _____

2nd experience _____

3rd experience _____

I did the following reading this week

Newspapers _____

Magazines _____

Books _____

Other reading _____

Reactions and comments _____

I had the following home and family responsibilities this week

If I had more time, I would like to

Here are some attitudes, ideas, issues, or views which I like, with which I agree, about which I have strong convictions (Be very specific)

Here are some ideas attitudes, issues, or views that I dislike, with which I disagree about which I have strong convictions (Be very specific)

Here are some problems, topics, questions, ideas, feelings with which I need help need more time to think about, and the like

Some of the areas emphasized in the foregoing sample log may not be of value in a particular teaching situation Other types of statements which may be used are as follows

I made progress in

I was blocked or kept from doing something I wanted to do by

The thought occurred to me that I might solve a problem, further develop an idea, or improve a situation by

If I did again, I would make the following changes

As I observed the behavior of a person in a situation, I would have behaved like this

A new method or technique I tried this week was

As a result of this course, I

This week you may have intended to do certain things but you did not If this was your experience tell what and why

I found my previous experience, education, or training inadequate in doing

I had some difficulty success, or bewilderment in getting along with a certain person this week

I felt good about

What do students write in their logs? Here are some typical entries Regarding problems

"I disagree with the idea that I have to account for every penny of my allowance"

"My mother is a problem to me"

"If we move away I will miss a certain fellow"

"I can talk with my friends but I have trouble talking in class"

Regarding experiences

"I was 18 this summer and feel that I should be my own boss now"

"I worked with my mother in a flower garden along the road Neighbors seemed to enjoy it "

"I helped my seven year old brother practice the piano "

"It was fun last week when the blizzard kept all of us at home We cleaned closets, baked our favorite cake, watched the storm from the windows, and just talked "

Regarding reflections

"One of our neighbors is planning to marry a widower with a five-year-old child I think she will have trouble "

"I disagree that quarrels can be avoided in marriage "

"What can family mean to someone from a broken home? "

"Are table manners so important? My father is a good man but he talks with his mouth full of food "

Regarding the social scene

"A computer cannot tell us what to do about unemployment or people on relief "

"Can a married woman work and not neglect her family? "

"I met one of our neighbors in the supermarket on Saturday morning She was upset because her son had been caught stealing from the drug store "

Administration of Logs

The administration of logs is a delicate responsibility Students must be assured that what they write will be held strictly confidential by the teacher and that other persons will not be permitted to read the log This device cannot be associated with grading or students will not respond in the manner desired Logs should be given to the teacher directly, never collected by other students

The best results are achieved if the device is continued only for a short period of time—say, two or three weeks—or is at least collected at intervals of no more than several weeks If asked to maintain logs for longer periods, students generally lose enthusiasm for the project If they request specific assistance, then some effort by the teacher is in order If many students indicate the same problem or need, the material can be discussed in class without revealing the identity of the individuals concerned Sometimes information in logs will reveal lacks, lags, or errors in information This can also provide material for class discussion or experiences

Logs are most helpful as an evaluative device if a teacher actively capitalizes on the information gained, either through class discussion or in conference with the individual

GRADING

Assigning grades or reporting student progress to parents is a practical problem most teachers have to face. Grading is not only one of the most limited but also most frustrating aspects of evaluation. First a teacher must determine on what basis a grade is to be made. Areas that are commonly included are class participation—discussion, committee work, panels, oral reports, and so on, tests—short quizzes, midterm examinations and final examinations, assignments—written work, surveys, reports, and similar matter, and whatever special responsibilities may be peculiar to the nature of the class. Teachers will have to decide if such matters as attitudes, lateness of assignments, class behavior, or absenteeism shall influence the grade, and to what degree they shall be influential.

It is also difficult to assign a weight for each of the items that have been decided as the components for a grade. Within each integral part, such as tests that vary in difficulty and importance, a decision may have



Figure 18-5 What should be the basis for grading students?

to be made concerning the contribution of each to the total. What are the minimum standards to which the teacher shall hold her class? Shall she require higher standards of superior students than of slower ones? Are her standards to be flexible relative to student and situation, or will they be absolute? Shall a grade accordingly represent a student's progress relative to a class norm, or shall it represent improvement or development individually?

Conflicts and tensions quickly arise if students are not aware of the standards on which they are graded, so it seems logical that they should be informed and, if possible, should participate in establishing those standards. Letter grades appear to be much fairer than numbers, since a student is classified in a broader range.

Marks should never be used as a threat or as a requirement for meaningless experiences. The primary intent of a grade is to stimulate a student to greater development, and to inform parents of her progress. Grades are necessary, too, as the basis for eligibility for schools of higher education. In spite of the deficiencies claimed for them, grades have proven to be quite valid and reliable in predicting future achievement.

Teachers must realize that evaluation of students goes on in the day-by-day teaching, and that it should be an integral part of, and contribute to, the comprehensive evaluation program of the entire school.

Suggestions for Further Learning

- 1 From a written assignment by students in a home economics class, if possible, identify evidence of student interests and problems. What new insights have you gained about individuals or about the class as a group?
- 2 Select one outstanding student in class and another who is having difficulty in doing required work. Make a careful study of all their available records. If possible, secure information about their homes and family life, their interests, their problems, health, scores on achievement tests, and grades. From these data, develop a summary of important facts about each girl. What tentative hypotheses about them do you form that you may wish to test? What kind of program may be planned to assist these students to optimal growth? Which persons and other resources might be helpful?
- 3 Look through the table of contents of the *Journal of Home Economics* or an educational magazine such as *Educational Leadership*, *Childhood Education*, or *NEA Journal* for the last three years for articles on evaluation. Select one article to analyze critically. Which one is can be

adapted to your situation? What kind of objectives did the author have in mind? What is emphasized—evaluation of students, subject matter, the teaching process or other ideas? Which areas were in agreement or in disagreement with the author?

- 4 Consider a possible use for each of the following in the development of an evaluative device in home economics. Indicate types of students, objectives, study area, and other factors which would influence its use.
 - a A newspaper clipping
 - b An advertisement
 - c A movie that students are likely to see
 - d An illustration in a magazine or newspaper
 - e A taped conversation between two students
 - f Ask students to make a sketch of a child or a mother

The Student Teacher and the Beginning Teacher

THE HOME ECONOMICS TEACHER can influence the lives of her students significantly. If this belief is sustained by the new teacher, then direction for improving the lives she touches becomes more clear. Lewin¹ expressed this as a mathematical formula $B = f(PE)$, where B stands for behavior, f for function, P for person, and E for environment. In other words behavior (in the case of students) is equal to the function of a person (teacher) in a particular environment.

THE JOB OF TEACHING

The paths that lead a student to select the profession of teaching are varied. Every person has a different story to tell. In one case a mother or aunt may have urged a daughter or niece to follow in her footsteps. In another, some one may have emphasized the rewards of the profession—good vacations and satisfactory retirement benefits—or a former teacher

¹ Kurt Lewin, *Dynamic Theory of Personality* (New York: McGraw Hill Book Company, Inc., 1935), Chapter III.



Figure 19-1. A prospective teacher will benefit from experience with small children. (Courtesy Will Kyselka, University of Hawaii.)

may have furnished the inspiration. Other, more obscure motives may have provided the challenge.

Teaching, according to Fischer,² can be frustrating, fatiguing, and demanding. Teachers are the butt of many unkind jokes and are criticized endlessly. Yet when the problems of the world in general and of youth in particular become especially critical, people in every walk of life turn to that important person, the teacher, for answers. A high value is placed on

² John H. Fischer, "Why Teach?" Guest Editorial, *NEA Journal*, Vol. 51, No. 4 (April 1962), p. 31.

the educated man in our society, and the need for superior teaching is urgent

When a student teacher or new teacher begins to be concerned about her choice of a career, she might ask herself a number of questions. What would a perfect job be like? Write down its attributes, and match them against teaching. What are the results? Is teaching the best choice?

Other considerations might be. Is teaching a stepping stone to something else or is it a lifetime career? Will this kind of work be as appealing five or ten years from now? What unique personal contributions can be brought to teaching? Does this position fit with personal plans?

A teacher or student also might ask herself. Am I competent for the job? Do I have a clear concept of job requirements? What would be my relations to the community? To whom is the home economics teacher responsible on the job? What interrelationships are important? Am I enthusiastic about the job?

A clear-cut notion of what success (or failures) on the job means is helpful. Consider the special feelings, senses, equipment, abilities, and experiences associated with teaching home economics. What kind of pressures can be expected? Will these pressures be a challenge or a frustration?

Purposes of Student Teaching

The primary purpose of student teaching is to provide student teachers opportunity to assume the teacher role in an actual teaching situation under the guidance of a skilled, practicing teacher. During this experience the student teacher has a chance to determine if this is the kind of work she would like to do, and if it is, to gain some insights as to her probable success in future teaching. Through such firsthand experience it is hoped that her philosophy of education will be refined and made functional, that her value system will be clarified to a greater degree. It is hoped, too, that she will develop a better understanding of students, of the processes of learning, of the effectiveness of various teaching methods and materials, of using techniques of evaluation, and of the interrelatedness of knowledge. Student teaching is a period of exploration and of continuous self-evaluation during which the student teacher will be able to determine her needs for further study and development. In many respects, the first-year teacher is merely continuing her student teaching except that she has more autonomy and more responsibility.

The student teacher should be given opportunities to work and think with many different individuals and groups, including students, teachers,

administrators, parent groups, and civic groups, and to test the effectiveness of her ability to communicate and her awareness of the need and implementation for public relations

The student teacher should have the experience of a teacher's full working day and be able to see the relationship of each day's work to plans for the week, the semester, and the school year. She should become familiar with the many routine responsibilities that are part of teaching, including the preparation of reports, business matters, faculty meetings, class preparation, the ordering of supplies, and so on.

Steps in Student Teaching

Each institution has its own method of placing students in schools, requirements for entering this phase of education, and plan, organization, and supervision of the actual experience. Certain steps, however, are common to most student teaching experiences.

The first step is for the student teacher to become acquainted with the supervising teacher and with the school. In the home economics rooms she should observe what equipment is available and where it is located, what the routines are, how teaching is conducted, what the students are like, and what general atmosphere prevails. She should note what is seen and heard in the halls when classes pass, and what kind of announcements are made over the intercom system. She should note, too, how teachers seem to relate to one another, what the means of control are. She should observe what is put into the display cases and what kinds of materials are on the bulletin boards. By her observations and by talking to students in a general way she should learn as much as possible of what the school seems to value.

During the first days and weeks a student will help her supervising teacher in any way she can, perhaps by getting out supplies, teaching aids, and the like. In some schools, the next step may be leading part of a class, such as giving a demonstration, showing a filmstrip, or helping to supervise during a laboratory period. The student is progressed from teaching one full class to additional classes, ultimately to a full day's teaching, at a rate adjusted to her increasing competency.

In addition to these broader experiences in the home economics department, the student teacher might decide to study one or more children in depth—a gifted child, a slow learner, or a child who is unusual in some other respect. Records from the guidance office can be studied, the child can be observed from class to class for a day, other teachers may give insights. Assisting with extracurricular events, such as clubs, the FHA,



Figure 19-2 Observation in the school cafeteria can contribute to a student teacher's acquaintance with her school (Courtesy Will Kyselka, University of Hawaii)

hall or cafeteria duty, assembly programs, field trips, and similar activities are also enriching experiences for the student teacher. Attending parties, sports events, faculty meetings, or advisory council sessions may prove valuable. Every student teacher should try to discover other possibilities for adding to her own development.

Many persons are interested in helping the student teacher to have a superior teaching experience. Regarding her progress, the student teacher will have periodic conferences with her supervising teacher and, from time to time, her college supervisor will also visit and discuss her development. The principal and other school administrators may observe her and offer valuable points, and the city, county, or state supervisor may also call to observe her.

The First Day

This is a critical period in the minds of student and beginning teachers. It is quite common for a person to have anxiety prior to a new experience, particularly if the experience is an important career step. Most of these

worries are groundless, for everyone is ready to offer a friendly and sympathetic helping hand to student and beginning teachers

Good advice to the new teacher is to be professional from the first day. Begin a daily student teaching diary, which will be found to be very helpful in analyzing professional growth, weaknesses, strengths, and steps for improvement. If the young teacher recognizes quickly that her students usually know much less than she does, her anxiety will be greatly eased. The first day is only the gateway to the total experience of student teaching; it is what follows that is really critical.

Before beginning her first teaching day, presumably the novice teacher will have familiarized herself with all aspects of her classroom or rooms, the school's routines, and of course her class organization plans. She should be in the room before her class arrives, greeting them cheerfully, being especially well groomed and attractively dressed, and generally creating the impression that she is, and intends to remain, in charge. Many a teacher has lost the interest and the control of her students by being inefficient, indifferent, and haphazard on the first day.

Handling Problems

Of concern to student and beginning teachers is discipline. A few practical suggestions: learn the students' names quickly, organize seating and working arrangements to facilitate control, give more do's than don'ts, stand or sit where an eye can be kept on every student, turn your back on the class as little as possible—have the students do the writing on the blackboard, anticipate difficulties before they arise—stop petty misbehaviors in an informal yet businesslike way, control your emotions and try to remain calm even when you are annoyed, bring into participation any student whose attention seems to be wavering, and remember that good planning and stimulating class sessions encourage classroom control.

Problems may arise over differences of opinion about standards, which the teacher should plan cooperatively with her students, if that is reasonable. A teacher should not expect the same performance from all her students, and should not make unrealistic demands of them. Decide what can be reasonably anticipated but do not permit standards to become static. Bear in mind that standards are established to help boys and girls grow, not to frustrate them.

Every teacher can expect her classes to have a bad day now and then. She may find that Mondays, rainy days, or the day before or after a holiday, a sports event, a party, or other such deviation from regular routine, have an effect on student behavior. The observant teacher can learn

when to expect such days, and to plan in advance for them. She may decide those days will be best for quiet work, reading a story, browsing in books, looking at pictures, filmstrips, or slides for special enrichment, playing quiz games, or perhaps something more lively. Once such a day has passed it is sensible to return to regular activities and not to refer to the slump, according to Gans.³ Of course, the teacher, too, will have her own off-days, with special plans for doing the best under the circumstances.

Finding time to give individual help, which is very important in student development, may be difficult for the busy young teacher, hence she should encourage students to make their problems known and should allow time for assistance. Special hours may have to be set aside, such as a question-and-answer session at the beginning of a class period. If many needs are expressed, it may be necessary for study items to be established to find the solutions. Another possibility is to plan certain periods when students work individually on what Gans⁴ calls what I-need most projects. The teacher must display a consistently reassuring attitude to those asking her for help. She must assume that students reaching for assistance truly need and want it.

The day will come when the teacher's portfolio of clever activities, devices, aids, and tricks learned in methods and education courses will appear to have lost its magic with the students being taught, according to Wardeberg.⁵ This is the time to innovate, to try new approaches, methods, and aids or at least to adjust assignments and experiences so they will be more appropriate. The results must be systematically evaluated to determine what ways most successfully appeal to the children's differing needs and abilities. Sometimes an experience planned for presentation early in a unit will be more suitable if it is withheld until later. Unfortunately there is no simple formula. The challenge is to reach every child, even the seemingly unteachable and the unreachable. This is the goal of every true teacher. The new teacher, student or beginner, may be confronted with children who have been taught in very traditional ways. It is wise for the new teacher to proceed slowly before taking them along unfamiliar paths. When students tell a new teacher, "We never do it that

³ Roma Gans, "How to Get 'Off Days' Back on the Track," *Grade Teacher*, Vol 83, No 8 (April 1966), pp 50-51.

⁴ Roma Gans, "How to Give Them That Priceless Gift—Individual Help," *Grade Teacher*, Vol 82, No 3 (November 1965), pp 23, 44.

⁵ Helen Wardeberg, "Anyone Can Teach the Bright Youngster," *Grade Teacher*, Vol 82, No 6 (February 1965), pp 22, 82.



Figure 19-3 Giving individual help is an important aspect of teaching

way," they may mean that they do not understand or that they do not wish other methods belittled, according to Lieberman and Simon.⁶ That may be the occasion to tell them tactfully that there are many good systems, not a single perfect one. Periods when the traditional or familiar is interspersed with newer methods may be necessary. The perceptive teacher will wait until she has won the confidence and respect of her students before trying what to her seems an excitingly different approach or idea.

Every teacher must learn how to handle criticism from persons who are uninformed about or unfamiliar with home economics, or who have had unfortunate experiences in a home economics classroom. Disapproval by these critics may be indicated in many ways. They may avow that boys and girls are best taught about homemaking at home. Some—notably school board members—may believe that home economics is too expensive to be taught in school. To answer this may require a comparison study of

⁶ Phyllis Lieberman and Sidney Simon, "The New Teacher," *The Instructor*, Vol LXVIII, No. 10 (June 1964), pp. 12B-12C.

pupil costs in home economics with similar costs in science, music, industrial arts, or other more or less comparable subjects

Teachers must realize that it is necessary to live with critics—to be ignored, after all, would be worse, for that would mean the public is unaware of home economics. Criticism should be thought of as a source of strength instead of a demoralization. It can be the challenge to revise, to reconsider, and to improve many aspects of our profession. Teachers should try to meet unfair judgments calmly, with facts and tactful arguments. Sometimes a touch of humor can encourage enlightenment.

Sizing Up the Teaching Situation

Many factors have direct and indirect effects on a teaching situation, and a careful analysis of them will give the young teacher greater insight into the community, its school, and herself. One of the most potent influences is the value system prevailing in the community. What are the dominant positions in regard to politics, community improvement, religion, art, morals, education, civil rights, involvement in world affairs, and the like? Who holds those positions? Are values democratically oriented? Are the positions inclined to be liberal, conservative, or neither?

What is the educational climate of the school? Is there an eagerness to learn and to experiment, and a spirit of cooperation? Are facilities designed to encourage learning? Do parent teacher groups flourish? Are dropouts a problem? Is the school a good place for students and teachers to grow?

In every situation, some individuals or groups have more power than others. This phenomenon is evident in the administration, in the school board, in the faculty, in the student body, and in the community at large. Who are the most influential members of the faculty? What is a new teacher's position with them? Power groups shift from time to time, and it is important to identify them and to consider how they may affect one's teaching role.

A careful exploration of the way changes are made is valuable. Who is involved—students, teachers, administrators, individuals in the community, others? What is the impact of the state legislature? Are teachers informed about contemplated changes? To what extent is the home economics teacher free to plan and execute her facilities, program, and general organization? An examination of the areas in which changes take place is equally important. Is emphasis on curriculum, student behavior, rules and regulations, policy making, or on other aspects of school functioning? The frequency and nature of the changes are pertinent.

A consideration of the responsibilities of various persons is also helpful. Are the functional distinctions of teacher and administrator clear cut? What are the functions of the school board, the guidance personnel, and the student government? What can be expected of the custodial staff? Are there any guidelines about professional and community commitments?

What is the attitude of the administration of the school toward organization and functioning? Is it a democratic, autocratic, or *laissez faire* administration? Are policies established by teachers facilitated? How is the administration's efficiency rated? Is considerable effort spent in manipulating, propagandizing, informing, or cooperating with the community? What is the attitude toward problems of the home economics department?

What is the functional position of the guidance department in the school? Does it assist students who demand attention beyond what the classroom teacher can give? Does it control the enrollment in the home economics department? Do its counselors appear to be well informed about home economics so they may advise accordingly? Does it give information about students entering home economics classes so that the teacher may help them better to develop? What is the attitude of the teachers toward the guidance department?

It is an interesting exercise to compare yourself with other teachers in the school, in certain respects. What is your attitudinal relation to others in being democratic, traditional, liberal, or conservative? Are your ideas about methods, philosophy, relations with students, use of materials, grading, classroom management, and so on more or less like those of other teachers? Do many or just a few operate in a manner comparable to yours? Are your standards higher, lower, or about the same as others? In comparison to others, do you carry your share of the load? Are there a number of teachers with whom you feel free to discuss problems, the latest trends in education, your personal growth?

Some of these considerations may be somewhat painful to examine, in others, adequate information may not be available to make a judgment. No attempt has been made here to outline suitable or necessary action, because this will vary from teacher to teacher and from school to school. When a teacher is aware of the many facets of her school, she can move more judiciously.

Evaluation

Student and beginning teachers must adjust to the fact that they are being evaluated—that is, watched and judged. It is easier for a teacher to

accept evaluation if she is aware of the ways in which she is being evaluated. Obviously being evaluated are her attitude toward teaching, her psychological maturity, ability to adjust, cooperativeness, readiness to accept constructive criticism and suggestions, her originality in applying her knowledge of subject matter, her ability to maintain classroom control, as well as her students' reactions to her and to the climate of her classroom, her knowledge and ability to understand her students and to adapt to their special needs, her personal appearance and demeanor, personality, enthusiasm, eagerness to learn and to maintain good relations with others.

But the teacher should also expect that her observers want to know if she is encouraging students to ask questions, stimulating them to find answers, using many materials, encouraging students to be creative and original, helping students to feel that they are a vital part of class activities and organization, assisting them to achieve their level of ability needs and uniqueness, varying and adjusting experiences and assignments to individual differences, and implementing the principles of learning.

No student teacher or beginning teacher ought to feel that she has to be a paragon, according to Dale.⁷ It is extremely important, however, for her to look closely at herself and her ideas. She must know in what she believes, where she is in her professional development, and in what direction she is going. In the classroom, a teacher cannot avoid communicating her own attitudes and goals.

A very young teacher will also evaluate the extent to which she has helped each student to achieve his utmost potential. The complexity and interrelatedness of the world appear to hinder this goal. Yet, linked with the very forces that tend to mold persons into conformity are clamors for greater creativity, uniqueness, and vitality. The more involved the world around us becomes, the more pressing the need for diversity and for individuality.

Closely related to individualization is the teacher's concern for excellence in her students. The demand for talent is especially urgent in our technological, affluent, and internationally oriented society. It is hoped that everyone will soon uphold the idea that each individual should be encouraged to achieve excellence with no limitations on the area of endeavor. Because research findings frequently indicate that the home is a powerful influence on the development of excellence, home economics, with its concern for the improvement of home and family living, may find it worthwhile to give special emphasis to this matter.

⁷ Edgar Dale, "The Education of Teachers," *The Newsletter*, Vol. XXIV, No. 3 (December 1958), pp. 1-4.

A teacher cannot confine her actions to the classroom. She must be sensitive to her responsibilities as a citizen and to the traditions of her nation, and must understand and feel democratic tenets deeply. She must consider herself a public servant who is dedicated to helping others build a good society. To the extent that a new teacher can identify with these roles and display competency in their fulfillment, can she be certain that her choice of teaching as a life profession is right for her.

Suggestions for Further Learning

- 1 As a new teacher, describe how would you meet the following challenges
 - a Outline at least three ways to make a particular class in home economics more exciting
 - b With the help of students, make several suggestions for improving the image of home economics in the community
 - c Indicate ways in which students may be given experience in evaluating their own development
- 2 Write a paper on the pros and cons of teaching (a) in an urban school in a disadvantaged area, (b) in a suburb where most students are from the upper middle or upper class and are college bound (c) in an isolated rural area. If possible, talk to teachers who have taught in these types of schools
- 3 Keep a daily diary or reaction journal during your student teaching or first months of teaching. Record from day to day the following
 - a Aspects of your teaching in which you excelled, and why
 - b Aspects of teaching in which you did less well, and why
 - c Incidents highlighting your relations with students, and an analysis of strengths and weaknesses in dealing with students
 - d What you consider your most important problem and how you propose to solve it
- 4 Make an analysis of ways in which you wish your supervisors would be more helpful and changes you would make in your college courses to prepare you better
- 5 Write a short story or a poem about, or draw a series of sketches or cartoons in which you depict your dreams and hopes as a teacher
- 6 Read the following reference, then consider all the ways a teacher might communicate silently with her students and others

Hall, Edward T. *The Silent Language*. Greenwich, Conn: Fawcett Publications, Inc., A Premier Book, 1961

Education for Work

THE BURGEONING technological revolution, the intensifying interest in the purposes of education, and the impact of federal enabling legislation have motivated the home economics profession to reexamine its role in vocational education [Improvement of home and family living will probably continue to be central to objectives for home economics, but increased attention must be given to orientation and preparation of students for the world of work. For that reason, every home economics teacher should be familiar with the many aspects of vocational education]

DEVELOPMENT OF VOCATIONAL EDUCATION

Some type of vocational education has been considered important by man from the days of Hammurabi. In America, with the signing of the Smith Hughes Act in 1917, vocational education was justified, according to Barlow,¹ on the grounds that it is and ought to be an integral part of

¹ Melvin L. Barlow, "The Challenge to Vocational Education" in *Vocational Education*, Sixty fourth Yearbook of the Society for the Study of Education, Part 1 (Chicago, Ill. The University of Chicago Press, 1965), Chapter I

an individual's total education. It seems sensible that the concept of vocational education should relate to all types of work and to all people, but the federal definition, as described in the various vocational acts, limits vocational education to individuals with less than a college education. However, 85 per cent of those in the nation's labor force come into this category. All too frequently interpretations of vocational education have been divorced from liberal education. In reality, both are essential and complementary, because each helps the individual to make a maximum contribution to society.

Ginzberg² has discussed the many social and economic trends in our society that interrelate with vocational education. One of the most significant is the growing number of youth eighteen years old and younger who are seeking jobs, fewer and fewer of which they are qualified to hold for lack of proper and sufficient education. Many of these young people will face chronic unemployment.

Closely related to this problem is the increasing number of married women entering the labor market. Far from abating, these trends give every indication of continuing with growing impetus. They have emphasized the need to help women plan better for their working years, and they have brought about a desperate need for child care centers for the children of mothers working now.

The nation's working population is geographically mobile. Traditional job preparation education was related to a community's needs, but today's students must be prepared to accept work in any section of the country. One of every five families moves every year in a national flux that is gravitating to the West and Southwest. One of every six jobs now is found in California, Texas, or Florida.

Certain characteristics of this mobility have significant implications for education generally but home economics in particular. Nonwhite families move more frequently than white families. Negroes are moving to urban centers, in time, few may be left in rural areas where they once were the majority. The unemployed and low-income families are the most frequent movers. Migrants generally but especially members of minority groups often find it difficult to adjust to a new environment, and indigenous populations do not always accept them readily. Because many migrants come from the spirit crippling environments of impoverished homes and poor schools, their opportunities to compete for employment are greatly restricted.

² Eli Ginzberg, 'Social and Economic Trends,' in *Vocational Education*, *op cit*, Chapter II.

The shorter workweek highlights the need for preparation for leisure time in vocational education. Junior and community colleges are springing up to offer high school graduates vocational education in numerous fields, and industry-sponsored work-study programs similarly are helping meet the demand for technical and vocational training. Industries are inclined to settle in communities where competent labor is in plentiful supply. According to Ginzberg, the rapid expansion of electronics firms in California, Massachusetts, and New York owes largely to the fact that good educational facilities are available for the families of workers. High schools, however, must face more realistically than they have the problem of keeping the potential dropouts in school. Most of these students are anxious to get out into the world to start building a good life. They are woefully unprepared, and many of them know it, yet further formal schooling seldom holds their interest. Work-study programs might be the answer. Raising the number of years of compulsory education could have many desirable effects, holding students to be better prepared and until they are more mature. Educators must not overlook the influence of vocational education offered by the Armed Forces. Although it is difficult to assess accurately the over-all contribution, in some areas it has been substantial, and probably will continue to be.

Federal Aid to Vocational Education

Financial support from the federal government has been responsible for advancing numerous programs in vocational areas. There is considerable controversy over the favorable and unfavorable influences of federal aid to public education, but it cannot be demonstrated that vocational education has narrowed its offerings in consequence of such aid or that programs have not been developed except to meet actual needs. A major contribution of the federal acts has been the development of standards in vocational education, including standards for administration and supervision.

The Smith-Hughes Act, passed in 1917, appropriated funds for the promotion and development of agricultural, trade, and home economics education. The George-Barden Act, passed in 1946, broadened the Smith-Hughes Act provisions for vocational education to include preparation for distributive education and vocational guidance. It recognized home economics as an area of vocational education. Funds appropriated through these laws must be used under the public supervision and control of state or local boards of vocational education which in turn work closely with the federal agencies.

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² Eli Ginzberg, 'Social and Economic Trends' in *Vocational Education*, *op cit*, Chapter II.



Figure 20-1. A student is faced with the complex process of making a vocational choice. (Courtesy Will Kyselka, University of Hawaii.)

traits that are sufficiently broad to permit some variety in individuals suited for the job; and a realization that vocational preference and competences, as well as self-concepts, change with time and experience because vocational choice and adjustment are a continuous process.

Attitudes Toward Work

The concepts of work and the esteem in which work is held differ from culture to culture, from age to age, and from one social class to another; one's view of work seems generally to emerge from ideas held by his family, friends, and by the people in his community. The Greek philosopher Soerates believed that work was an expedient; the Roman poet Vergil stated in *Georgics*, poems on the life and labor of peasants, that work was a necessity and a curse. Work today has broader implications and is defined as something more than mere strenuous exertion, but it is still true that the nature of these concepts has a powerful influence on the way an individual looks upon a job. If parents believe that educa-

The Vocational Education Act of 1963 (Public Law 88-210) is considered a legislative milestone. A Panel of Consultants on Vocational Education whose recommendations influenced the content of this act concluded that vocational education reaches too few people. The central purpose of the Act is to assist the states to maintain, extend, and improve existing vocational education programs and to develop new ones. A corollary objective is to provide part-time employment for youths who need jobs in order to continue their vocational education, and to provide instruction so that individuals of all ages and in all communities shall have access to vocational training, or retraining, of high quality. Those eligible for this training may be still in high school, or have completed high school, or are adults who need upgrading or new skills. All students must take preparation to enter the labor market. Persons with educational handicaps, such as the need for remedial reading or other basic skills, will also benefit. The Act also establishes auxiliary services, such as teacher education, special demonstration and experimental programs, development of instructional materials, program review of manpower and job opportunities, state administration and leadership, and research.

VOCATIONAL BEHAVIOR

Basic to vocational education is the need for a theory of vocational behavior, including principles explaining the processes of choice making and vocational equipment. The traditional means of elucidating vocational behavior have been tests and other diagnostic devices, interviews, and distribution of occupational literature with facts about various jobs. Super³ and others suggest that, in addition to using more refined methods of measuring psychological characteristics and securing more comprehensive information about job trends and requirements, it will be necessary also to pinpoint the determinants of choices, influences that govern the process of decision making, and the discovery of what is involved in vocational adjustment. The question is also raised to what extent individual behavior may be predicted from group data. Research is urgently needed to integrate data presently available, and to provide a framework for a general theory of vocational behavior. Super has suggested as propositions for study the uniquenesses of individuals, the characteristic pattern of abilities that each occupation demands, the interests and personality

³ Donald Super and others, 'Vocational Development,' *Career Pattern Study 1* (New York: Teachers College Press, 1957).

members believe that a mother should stay at home and assume home-making duties exclusively

The type of position is closely linked to the feminine and masculine roles. Tourists are quite surprised to find women in Finland and Russia working as streetcleaners or bricklayers, and performing other work usually done by men in our country. Some persons consider positions in the arts—ballet, dancing, and designing of clothes, for example—to be more feminine than those in engineering, although men do participate in the former. Many vocations are predominantly masculine, such as cab drivers, chefs, surgeons, and architects.

Psychologists warn that children need fathers and mothers who demonstrate their respective sex-related roles in a strong and successful manner if boys and girls are to perceive their own role interpretations. Understandably, boys and girls will probably not perform well in jobs which demand that they assume roles contrary to their role interpretation. Teachers must explore these ideas thoroughly.

Why People Work

Basic to the planning of student experiences for job preparation is an understanding and appreciation of the reasons why individuals work. Many people claim that they would relish being free from work but actually few would be happy without some kind of occupation. In a study conducted at the University of Michigan by Professors Nancy C. Morse and Robert S. Weiss,⁴ 80 per cent of 401 employed men in a national sample said they would continue to work even should they inherit sufficient money to live comfortably without having to work. Conversely, case histories of some unemployed persons indicate that in America there are families of three generations who have never worked, who have always been on relief. Plainly the motivations for working or not working are very complex.

The economic motive is obviously an important one. People work to fulfill the needs of food, clothing, and shelter, but to work just enough to earn mere survival is not sufficient for most persons. Individuals yearn for the many comforts of our affluent society. The fact that men and women leave low salaried professional positions for more lucrative positions in business also tends to strengthen the notion that money is important. For some persons, earned money represents power, recognition, or achieve-

⁴ Harry Levinson, *What Work Means To a Man*, *Think*, Vol. 30, No. 1 (January-February 1964), pp. 8-11.

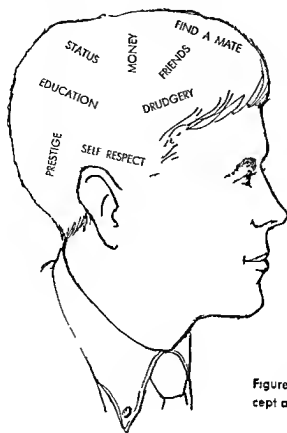


Figure 20-2 A student's concept about work may be complex

tion or some kind of special preparation is necessary to get and hold a position, their children will probably hold the same belief

For teachers, it is necessary to determine whether student attitudes toward work are positive or negative. Is work something that can be satisfying, or is it sheer drudgery? Is it a means to some end, such as wages, or does it make a contribution to the life of the individual? What kinds of work do the young people being taught consider appropriate for themselves?

Work and Role Interpretation

Work has an important influence on the way men and women interpret their roles, for certain jobs have strong masculine or feminine connotations. Among many American families the idea that a man is the provider is objectified in his traditional role as the family's worker, but with the advent during World War II of the working woman, the feminine role became somewhat confused in many homes because the mothers were and are making an important contribution to family incomes. This tends to weaken the image of the father role—and the mother role, too, if family

hostile feelings or unpleasant thoughts in the course of caring for energetic three year-olds

At work a person learns to control himself to a greater degree than he may in the midst of his family. In addition he must learn to coordinate his work with that of others, to communicate, and to be sensitive to the ideas and needs of his fellow workers. Individuals who work together incline to relate themselves to one another much as they do to family members. Reactions on the job will reflect the amount of give and take in families and the type of power structure to which persons have been accustomed. To a working teenager, her employer may seem to play the role of a father or mother.

Work gives one a feeling of being a part of the world, of knowing what is going on. Persons who are unemployed often do not come to grips with reality. That someone needs one's help gives a feeling of worth—for that reason, too, unemployment can have devastating effects. Work is important in the fulfillment of a person's basic needs for achievement and recognition, for one's self-concept is partially influenced by what he does. If he is proud of his work, and especially if his employer takes time to praise that good work, his self-esteem is sustained at a high, wholesome level. Furthermore, the manner in which he is regarded by others is determined, to a certain extent, by the way he earns his livelihood. When an individual apologizes for his work, the effect on his personality can be detrimental.

WAGE-EARNING INSTRUCTION

Wage-earning preparation for high school students, out of school youth, and adults is a responsibility proper to the home economics program. This implies more than teaching a student the skills for a single job—it means assisting him or her to adapt to the present and future worlds of work. In light of the rapid changes occurring in our world, it is difficult to envision the kinds of work that students will be doing even ten years from now. Education must be accepted as continuing for an entire lifetime.

Wage earning preparation should be dignified as *education*, not mere *training*. According to Dale,³ *training* connotes short range, limited goals. *Education*, by contrast, connotes long-range goals with unlimited horizons, and ends and means that change with time. Home economics teach

³ Edgar Dale, "Education or Training?" *The Newsletter*, Vol. XVI, No. 1 (October 1963), p. 1.

ment Individuals may have other motives for working A man may prefer a less remunerative white collar job to driving a truck because white collar work gives him the greater status Some young girls seek work to escape an unpleasant home situation, or because they are lonesome The pressure of peers or friends may influence acceptance or rejection of certain types of work

Social Values of Work

Many persons feel that work gives them an opportunity to make a contribution to society If students can be helped to gain this larger view point, work for them will be the more satisfying They must realize that others depend upon them, and that the job they do is part of the larger production of an organization For example, if a young woman who daily makes salads for a restaurant can feel that the salads she prepares give enjoyment, and that she is sharing in the feeding of others, she can achieve a full sense of accomplishment Work affords the pleasure of companionship, and strong friendships are built during a work experience

Students can be influenced to see that every individual's work has a profound effect on the national economy, hence the strength and welfare, of our entire nation Every working person helps to contribute a service or a product, and in turn enjoys the services and products of others

Teachers should examine the work and job values of students Through the use of fiction, role playing, cartoons, and other devices students can be induced to reveal their reactions to certain jobs How does a girl feel about housework? Do boys believe that wives should work? What jobs seem to students to carry no status, or have no glamor? How might these ideas be challenged?

It may not be easy to secure this information, but it would be helpful if the home economics teacher could discover some of the concepts held about work by the employers who will hire her students Employers' attitudes toward work might be explored in a conference or workshop Teachers thus armed with information would be better prepared to alert students what to expect in the work world

Psychological Benefits of Work

Work can command a concentration that excludes worry, loneliness, or restlessness, it may even provide an opportunity to become rid of aggressions A girl who works as a nursery school aide may lose some of her



Figure 20-3 Students who are potential drop-outs are receiving good grooming suggestions appropriate for job interviews (Courtesy Seventeen-at-School.)

ers must not fall into the trap of making a narrow interpretation of instruction for wage earning. Programs should be designed with vision, creativity, flexibility, and a deep regard for human values. Work is an integral part of life, a value that must be reflected in teaching.

The Wage-Earning Curriculum

In planning the curriculum for wage earning, the teacher will do well to consider the total educational needs of her students. Competence in the basic skills of reading, writing, oral communication, and arithmetic are important, for they will be needed on the job as well as in other life activities. Students must have other subjects such as social studies, the arts and sciences, too, to prepare them for effective living and satisfying work. The better educated the individual, the greater his motivation and ability to solve life's problems.

Home economics has a special charge to prepare students for a stable and happy home and family life. Girls and women will require special attention to prepare them for the dual roles of wage earner and homemaker. To be successful in both areas is a challenge, but according to Conafy,⁶ many learnings can serve both responsibilities. She mentions selection of clothes, human relations, creativity, management of time, money, and energy, assumption of responsibility, and development of self-image among others that are important to the woman on the job as well as the woman in the home. But the girl or woman who plans to work must be provided also with knowledge about selecting and finding a job, the skills required, and the ethics and attitudes that will let her develop an appreciation of the meaning of work. Instruction should also give attention to a student's special personal and social needs.

Unless a similar unit is taught elsewhere in the curriculum, every student in a home economics program could profit from a unit on orientation to the world of work, for most girls and women will work at some time during their lifetime. Courses to prepare students for occupations related to home economics demand careful attention, and teachers are cautioned to differentiate the characteristics of such courses from other areas of the program. Lawson⁷ suggests that courses for employment purposes differ

⁶ Katherine R. Conafy, "Homemaking and Wage Earning Through Home Economics," *Educational Leadership*, Vol. 22, No. 4 (January 1965), pp. 226-229.

⁷ Dorothy Lawson, "Education for Homemaking and Employment," in *Contemporary Issues in Home Economics, A Conference Report* (Washington, D.C.: Department of Home Economics, National Education Association, 1965), pp. 33-43.

to Helsby,¹⁰ to develop interoccupational flexibility. This implies that teachers must keep program content up to date and adapted to changing needs.

Van Horn¹¹ lists a number of occupations for which home economics training might prepare students. In the community setting she suggests child day care center worker, management aide in public housing projects, visiting homemaker, hotel and motel housekeeping aide, food-supervisor worker in hospitals, cafeterias, restaurants, and school lunchroom. Within the home, she suggests clothing maintenance specialist (a person who would come in to repair and care for the clothes of a family), companion to an elderly person, family dinner specialist (shopping, preparing, serving, and clean up for dinner for a busy family) and home maker's assistant.

Additional suggestions are nurse's aide, florist's aide, sales clerk, gift wrapper, assistant in the making of curtains and draperies in a store's interior decoration department, and demonstrator in a department store. It is possible, with additional experience in preparing students for occupations, that many other types of positions will be uncovered, and more suitable types of instruction will emerge.

Integration and cooperation with other areas of vocational education may enrich occupational potential. Students prepared in business or distributive education may find certain home economics competences helpful in positions in industry and business. For example, Hurt¹² states that distributive education students in a school in Colorado receive instruction in textiles, home furnishings, and equipment from the home economics teacher, while the distributive education teacher emphasizes clerking skills in teaching the home economics students. Teachers might explore other ways to work together for the mutual benefit of their students.

Some type of work experience, such as is given in distributive education programs, seems desirable for home economics students. Working under supervision, students quickly find and strengthen their weaknesses, and later more quickly derive confidence on the job. A follow-up on the job is recommended, too, so that ideas and suggestions may be used to improve the present curriculum.

¹⁰ Robert D. Helsby, "The Changing World of Work," *Viewpoint* Vol. 11, No. 1 (November 1963), p. 2.

¹¹ Ruth Van Horn, "Home Economics Education for Wage Earners," *American Vocational Journal* Vol. 39, No. 4 (April 1961), pp. 18-19.

¹² Mary Lee Hurt, "Educating for the World of Work—A Team Approach," *Educational Leadership* Vol. 22, No. 4 (January 1965), pp. 221-225.

from homemaking courses in the following ways: content of course to be based on analysis of job, attitudes and behavior stressed to relate to success on the job, evaluation to be in terms of performance and the ability of a student to hold a job. In contrast, the curriculum for homemaking should have breadth and depth in the development of family and social values and should be designed for all students.

The teacher, as in the planning of any curriculum, will become familiar with the needs, interests, attitudes, and potential abilities of students. A knowledge of the community and the types of positions open to students are other essentials.

The New York State Bureau of Home Economics in its *Syllabus*⁸ suggests two sequences for high school students who expect to be employed at the end of high school. The first sequence includes a three-unit core of basic home economics courses in grades 9-11, or any two courses plus two special interest courses, a one-unit course in grade 12 on preparation for employment, with related work experience in the school or community if possible. The second sequence is a two-year program designed for potential dropouts. In grade 9 there is a one-unit course on individual development to help the student become employable. In grade 10, students are offered a one-unit course in wage earning, in which they learn entry-level skills for as many as five specific occupations. Work experience related to this course is recommended.

The content of these wage earning courses should be challenging and scientific. Schnell⁹ describes a course for housekeepers in which students collected bacteria from doorknobs, sinks, bathtubs, and other areas, and used petri dishes for the growth of the bacteria. This dramatized the need for cleanliness which, in turn, encouraged a respect for housekeeping. Teachers should not underestimate the capacity of students to understand sophisticated scientific concepts.

Vocational Programs

Authorities urge that, in the design of vocational programs, broad vocational areas should be stressed, not intensive training. There is a need to teach basic skills that bridge from one occupation to another, according

⁸ *Syllabus for a Comprehensive Program, Home Economics* (Albany, N. Y.: Bureau of Home Economics Education, The State Education Department, The University of the State of New York, 1965).

⁹ Dorothy M. Schnell, "Teachers Needed for Occupational Education," in *Contemporary Issues in Home Economics*, op. cit., pp. 97-102.

Vocational Guidance

Guiding individuals to find satisfying employment in a life long process, it is difficult to isolate guidance for occupations from guidance for living. While no one believes that vocational interests and abilities can be separated from the other aptitudes, characteristics, and accomplishments that are equally important in achieving success on the job, spelling, writing, and personal adjustment are not to be overlooked.

Not only the guidance counselor but teachers, parents, friends, and outstanding persons in a community may assist a student to crystallize an

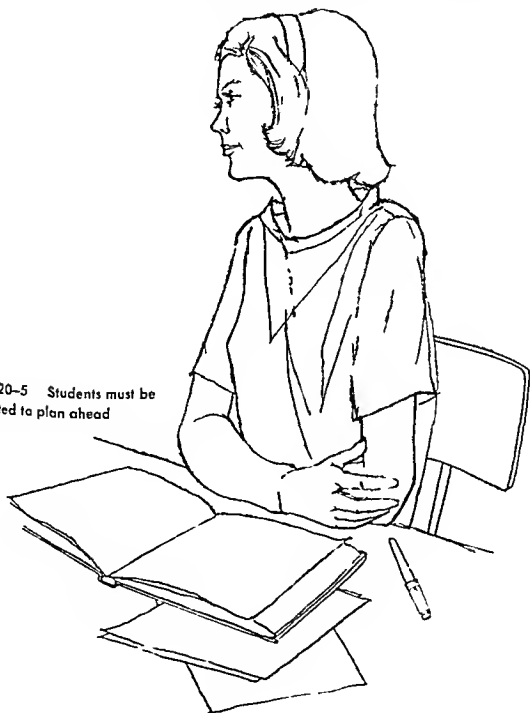


Figure 20-5 Students must be stimulated to plan ahead

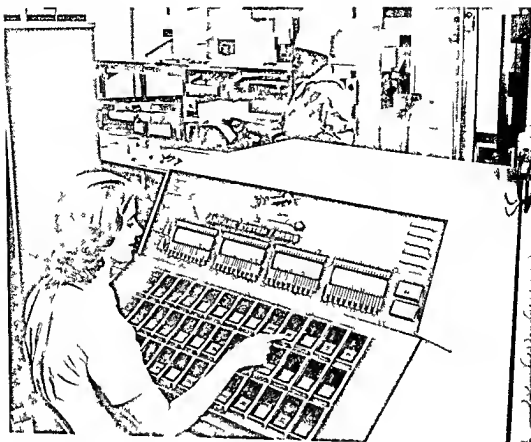


Figure 20-4 Jobs may be related to pushbutton meals. This computer operated by an attendant receives customers' orders in a drive-in, prints the checks, computes totals, adds the sales tax, and directs the systems food and drink producing machines (AMFare Division American Machine and Foundry Co.)

Pearl and Riessman¹³ give consideration to the importance of developing programs to provide jobs in sufficient numbers so that all individuals can enjoy the dignity of work. They are of the opinion that present methods of securing employment must be changed. Many functions of positions held by highly skilled technicians and professionals must be reviewed and analyzed for the purpose of delegating them to individuals with much less education and experience. They believe that the skills required in a given job must be acquired *after* employment, if possible. The argument advanced is that prior schooling eliminates the poor from eligibility to many positions. By beginning with the unskilled, leading them through intermediate subprofessional jobs and terminating in professional status, the trend of upward mobility will be changed. Granted that only a few persons entering the nonskilled sequence would emerge as professionals, the opportunity to attain this status would be more available.

¹³ Arthur Pearl and Frank Riessman, *New Careers for the Poor* (New York: The Free Press, 1965), Chapter 1.

Scoggins, Will *Labor in Learning*, Public School Treatment of the World of Work Los Angeles Institute of Industrial Relations, University of California, 1966

- 3 Consider jobs said to be home economics related Do some brainstorming about other relevant occupations Consider different kind of student and the occupations best suited to each

- 4 Reread Chapter 15 and consider some suitable research projects in the area of wage earning related to home economics Some thought starters survey of senior high school students' attitudes about work or their self image as a working person, attitude of parents in regard to the kinds of jobs they consider suitable for their children testing of appropriate teaching materials for wage earning courses and the like

- 5 Automation has a direct bearing on the kind of jobs that will be available The following references may be of interest

Burhoe, Ralph Wendell 'Human Values in an Age of Science and Technology,' *Current Issues in Higher Education* Washington D C National Education Association, 1964, pp 33-35

Evans, Luther H, and George Arnstein *Automation and the Challenge to Education* Washington, D C National Education Association, 1962

Fleck, Henrietta "The Impact of Automation," *Procticol Forecast*, Vol 10, No 8 (April 1965), pp 11, 38-39

Mumford, Lewis "The Automation of Knowledge,' *Current Issues in Higher Education* Washington, D C National Education Association, 1964, pp 11-21

- 6 Examine the materials listed below and search for others that might be used in occupational education Develop criteria that might be helpful in selection What are the chief shortcomings in available materials?

Christensen, Thomas E *Getting Job Experience*, Life Adjustment Booklet Chicago, Ill Science Research Associates, 1953

Stoops, Emery, and Lucile Rosenheim *Planning Your Job Future*, Junior Guidance Series Chicago, Ill Science Research Associates, Inc, 1960

Turner, Richard H *The Jobs You Get* Chicago, Ill Follett Publishing Company, 1962

Wolfbein, Seymour, and Harold Coldstein *Our World of Work*, Guidance Series Booklets Chicago, Ill Science Research Associates, Inc, 1961

occupational objective Teachers can encourage her to be realistic about her future by exposing her to many opportunities, and by giving her a taste of the kinds of experiences she will encounter on the job

One of the big hurdles to overcome is to help students plan and reach for experiences that will be valuable later on a job A student is likely to think only in terms of an immediate job and not of the kind of work to which she is best suited Home economics teachers can be of tremendous assistance in guiding students to the work for which they show a bent.

Suggestions for Further Learning

- 1 Read from among the following references on work and develop your own philosophy of its role in personal and social worlds What are the implications for teaching?

Borow, Henry *Man in a World of Work* Boston Houghton Mifflin Company, 1964

de Crazia, Sebastian *Of Time, Work and Leisure* A Twentieth Century Fund Study, Anchor Books Garden City, NY Doubleday & Company, Inc., 1964

Levinson, Harry "What Work Means to a Man," *Think*, Vol 30, No 1, January February 1964 (*Think Magazine*, 590 Madison Avenue, New York, NY 10022)

Ribicoff, Abraham "Almost Everyone Wants to Work," *Think*, Vol 29, No 3 (May June 1963)

Vroom, Victor H *Work and Motivation* New York John Wiley & Sons, 1964

"Youth and the World of Work," *Educational Leadership*, Vol 22, No 4 (January 1965), entire issue

- 2 Vocational education plays a vital role in home economics Become better informed by reading from among the following

Barlow, Melvin L *Vocational Education*, The Sixty-Fourth Yearbook of the National Society for the Study of Education, Part 1 Chicago The University of Chicago Press, 1965

Contemporary Issues in Home Economics, A Conference Report Washington, D C Department of Home Economics, National Education Association, 1965

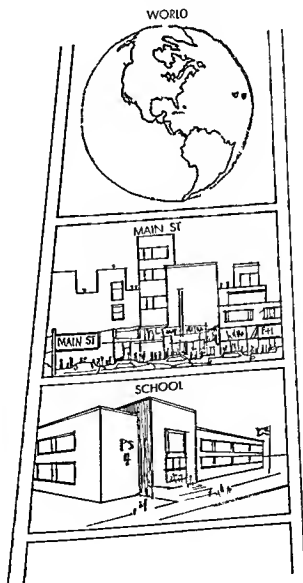
Mason, Ralph E, and Peter G Hames *Cooperative Occupational Education and Work Experience in the Curriculum* Danville, Ill The Interstate Printers and Publishers, Inc., 1965

public A news release about an upcoming FHA meeting is publicity, but if the story of the FHA meeting is a part of a plan to show how home economics reaches beyond the classroom for personal and social development of students, the publicity news item becomes public relations

PUBLICS TO BE REACHED

In the vernacular of public relations, the *publics* of home economics are those individuals or groups to which home economics is to be interpreted. The groups generally have some common characteristic or binding interest, or the individuals may be identified with a number of groups. If the home economics teacher or student considers the publics with which she is identified, they might include teachers and other school personnel, certain clubs, church groups, community organizations, and the like. There is some overlapping, but it is necessary to identify these groups and to consider the best way to approach each of them.

Figure 21-1 Publics to be reached are school, community, and wider community



Public Relations

WHAT HOME ECONOMICS DOES and represents must be publicized, for the strength and effectiveness of a home economics program depends to a large degree on the understanding and support it receives from the school and the community. Abraham Lincoln observed that "Public opinion is everything—with it, nothing can fail, without it, nothing can succeed." In this age of mass communications and fast selling, the best program in the world cannot wait to be discovered. The public must be led to it.

Public relations—as the name indicates—is relations with the public. In other words, public relations consist of everyday dealings with students, teachers, administrators, individuals, and groups in the community or elsewhere. These contacts are designed to foster an approving attitude in the public so that it will support the home economics department, its staff, and their program. The home economics teacher will also be the recipient of public relations activities on the part of industries that desire her goodwill in regard to their products, on the part of community groups, and from other sources.

Home economics teachers must distinguish between public relations and publicity. *Publicity* is intended merely to get the attention of the

The key personnel of the mass media—newspapers, radio, and television—must be cultivated, for they *are* the access to the widest audiences

In her contacts with all these publics the home economics teacher is the embodiment of the home economics program. She must examine all her contacts in their perspective as potential interpreters of home economics, for word of mouth public relations is very effective. When a teacher interprets home economics to one person, that person is the first link in a lengthening chain of communication.

PLANNING FOR PUBLIC RELATIONS

Some type of public relations goes on without conscious effort. Conscientious campaigns, however, demand planning. The basic steps in outlining a strong program include

- 1 Establishing the objectives
- 2 Identifying the publics
- 3 Planning a specific program
- 4 Planning the budget
- 5 Setting up a calendar
- 6 Planning the types of approach
- 7 Making decisions about media and tools
- 8 Planning evaluation

In deciding the objectives for a public relations program therefore the teacher should consider the goals of her department, the school, the home economics profession, her personal goals for the program as they relate to the needs, problems, interests, and desires of publics within and without the school. People are most attentive to public relations messages that identify with their problems and desires.

For purposes of discussion, publics may be organized under three headings: school, community, and wider community, thus

School

Homemaking teachers	Students outside the department	Custodians
Elementary teachers	School clubs	Food service personnel
Junior high school teachers	PTA	Board of Education office and clerical workers
High school teachers	Guidance counselors	
Students in the department	Administrators	Alumni

Community

Parents	4 H clubs	Personnel in clinics
Service clubs	Extension clubs	Business
Men and women	Youth groups	Industry
Civic groups	Grange	Professional groups
Men and women	Labor groups	Governing body
Personnel connected with newspapers	Church groups	
Personnel connected with radio and television	Librarians	

Wider Community

Individuals encountered casually on bus, plane, train, socially, while shopping, and the like
County, regional, state, national, or international groups

The home economics teacher might begin to contemplate public relations by considering the publics in her own school. Teachers outside the department are a very important public because of their many dealings with individuals in the school and community. The guidance counselors are in a strategic position to point out the advantages of home economics not only in the high school program but also as a profession. The alumni should be kept informed so that their information on home economics is up to date.

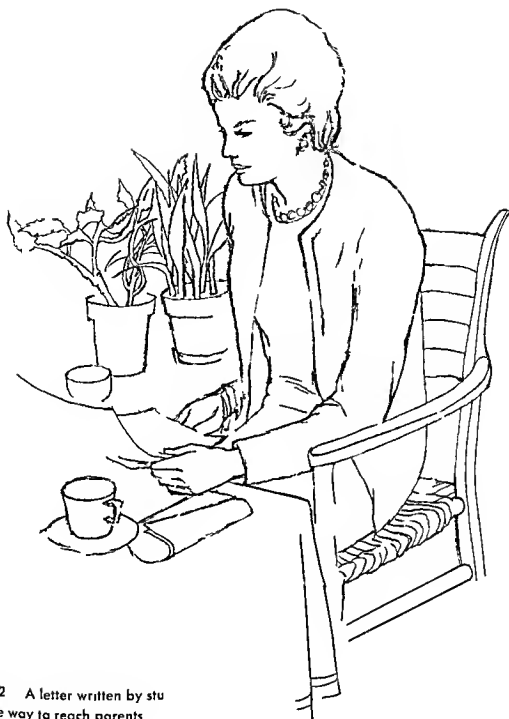


Figure 21-2 A letter written by students is one way to reach parents

regular ongoing home economics program can be worked into the public relations program

In planning the public relations program, the teacher must survey the tools and media available. For example, does she have students who are clever in the preparation of posters, bulletin boards, or exhibits? Are the local radio and television stations receptive to programs? How may the school paper or a local newspaper be utilized? She must make a very careful analysis of her own skills, too. She may be well aware of the meaning of home economics and the objectives of the profession, but she must know how to dramatize a message to get it across to the public. She must be sensitive to the interests and vulnerabilities of the individuals she is trying to contact. For example, what would be the best way to convince

The next step is to plan the program, analyzing each desired objective for the best way to achieve it. A decision must be made as to who will participate. The more people who can be involved, the greater will be the benefits. If this is part of a total school program, the students probably can assist. For instance, if the teacher believes that a public—say, the parents of her students—is uninformed, even misinformed about the home economics program, she might plan a public relations program built around some or all of the following activities:

- 1 A monthly newsletter to parents outlining ongoing activities in the home economics department,
- 2 Visits of parents to the classroom, either individually or in small groups,
- 3 Telephone chats with parents of students who are doing very well,
- 4 Conferences with parents of students who are not doing very well,
- 5 An open house for parents featuring exhibits, activities, and demonstrations,
- 6 Appointment of a parent advisory group,
- 7 A column in a local newspaper highlighting activities in the home economics department,
- 8 Television or radio programs about home economics department activities,
- 9 Soliciting questions about the home economics program from parents, then providing the answers in some unique way—possibly in the monthly newsletter or a leaflet to be taken home by students
- 10 A plan developed by each student for informing her parents about home economics

If other publics are to be considered, a similar analysis of their particular needs and the best ways to reach them can be generated.

A calendar of plans is a great help in implementing this type of program. Realization of the program is more certain if it is carried out step by step and according to a schedule.

Some kind of budget is necessary for most public relations work. The teacher must know what funds if any will be available for postage, photographs for news stories, materials for exhibits and posters, and so on. The amount of available money need not be the sole determinant of the extent of the program, for with ingenuity a great many activities in the



Figure 21-3 Home economics in business may be a valuable resource for clinics (Courtesy Seventeen-at School)

interest in others will pay dividends. Talking to parents, teachers, or business people, as they are encountered in the community or at school activities, offer a few opportunities for the direct approach.

Talks and Exhibits

Students can do a great deal to assist with talks and speeches in the promotion of better public relations. One department had a speaker's bureau of students, who gave talks and demonstrations on good grooming accessories for the spring wardrobe, care of small equipment and similar topics. These talks were given to classes in the elementary grades in high school, and to community groups. The English Department cooperated and, needless to say, their students profited as well as those in home economics. Program chairmen of various organizations are often interested in program suggestions, and student talks or a panel discussion of teacher and students might be possibilities.

a mother who fancies she can teach her daughter everything about home making at home that the child will nonetheless benefit from the school' home economics program? Certainly the mother should not be made to feel self conscious or out of date. If the mother thinks of home economics primarily in terms of cooking and sewing it might behoove the teacher to start from that point to invite the mother's attention to the scope of contemporary home economics education.

Any public relations program is best introduced through methods that will give it the widest possible appeal. People generally want to know what difference home economics will make in their own lives, so it is desirable to highlight such benefits by personalizing the program. The public is generally more interested in what home economics is doing for Jim and Mary Student than it is in a host of faceless statistics. School board members and administrators are often more willing to appropriate funds for a program when they can see boys and girls managing money more expertly, selecting their own sensible wardrobes, caring for their health through knowledge of nutrition, caring for small children, and generally assuming an active and satisfying role in family living, all directly as a result of home economics education.

Last, very definite plans must be made for continuous evaluation. A simple diary or some kind of chart for recording progress toward the program's goals should be maintained, a scrapbook of photographs, programs, news releases and the like is helpful. The teacher should look for tangible evidence of a change in the public's attitudes toward home economics. Increase in course enrollment is a piece of such evidence.

Feedback, evidence discerned in the comments by or discussions among administrators, students and the people of the community, must be analyzed in terms of objectives. If a mother comments that her daughter's improved eating habits seem to be a result of a nutrition unit, if students regard the home economics teacher as approachable, if fellow faculty look upon her with respect and confidence, her public relations are progressing.

TECHNIQUES FOR PUBLIC RELATIONS

There are limitless ways in which relations with the public can be improved. The person to person approach is among the most powerful. Simple and direct, it can do much to develop goodwill and to achieve purposes. A teacher must realize that her own attitude about home economics can be very contagious. Enthusiasm, competence, and a friendly

Newspapers

Newspapers are an excellent medium through which to keep home economics before the public. To establish and maintain friendly contacts with local newspapers is essential. Even in large cities there are newspapers in different sections of the city or in the suburbs that may be pleased to publish properly prepared news about home economics. It is well to visit the newspaper office personally, to explore editorial reactions to the idea of such news, and to identify the editors who would handle it. Find out when releases are due, and how editors like to have news stories prepared.

If you expect to make friends with editors, bear the following points in mind when writing news releases:

- 1 The topic of a news release must be timely. If possible, the release should be turned in well in advance of an event. Something that happened last week is stale news and will not interest an editor.
- 2 Releases should be typed double- or triple spaced on $8\frac{1}{2} \times 11$ plain white paper. In the upper left-hand corner of the first page of the release, the following information should be given: the name, address, and telephone of a person whom the newspaper can call to verify reliably and quickly; points in the article; the name of the school or the organization from which the story is originating.
- 3 In the upper right-hand corner of the first page, the date of the release should be given, particularly if it is exclusive, that is, if it has not been given to any other newspapers.
- 4 Type on only one side of the paper.
- 5 About one third of the way down from the top and centered in the width of the page should be typed the heading or title of the release. The body of the story should begin three or four lines below the heading.
- 6 Leave ample margins at the left and at the right. The purpose of the space at the top and the margins is to permit the editor to make notations to the typesetters and printers.
- 7 The first paragraph in a news story is called the *lead*. It comes as a surprise even to people who have read a newspaper daily for years to realize that newspaper paragraphs rarely contain more than one sentence, yet in a properly written news story all of the story's basic information—the *who, what, when, where,*

to station to see the latest ideas in the laundering of synthetic fabrics, points on selecting a detergent, ways to take care of easy care garments, and how to secure the best service from a washing machine and dryer. This clinic idea can be adapted to other areas of home economics. Having demonstrations or clinics specifically for working mothers is another suggestion. An open house has many possibilities.

If you are having an open house or a mothers' tea, exhibits will help tell the home economics story. Student participation can ensure greater interest. Let them show how to sew paper or vinyl clothes, how to sew synthetic fabrics, or how to pack a lunch.

Choose a theme for exhibits such as how science is applied in the home, scientific implications for every area of home living can be explored. Principles of physics might be demonstrated with small household equipment. Acids and alkalis in food preparation may be shown in experiments. Suggestions can be offered for the best methods of removal of the different kinds of dirt found in a home.

Similarly, illustrate the application of art in the home. Basic principles of art relating to line, color, and design might be demonstrated in clothes, tableware, kitchen equipment, or home furnishings.

Another exhibit idea begins with examples of a standard muffin, biscuit, or cake. Then show examples of what happens if the ingredients are altered, if the mixing directions are not followed, or if other aspects of preparation are neglected. Clothing construction problems, storage, and other facets of home living can be demonstrated by the same method.

One interest catching device is to have a student take one article at a time from a large hatbox, an oversized purse, or a small chest. The collection might include a dollar bill, a clock, keys, a shopping list, a baby doll, a toy chair, a first-aid kit. A few comments about each item and how it relates to home and personal living might be made. Interest of the audience is maintained through anticipation of the next article.

Silly hats are another device to emphasize points. For example, the title of a skit may be a take off on a Broadway play, like "How to Have a Happy Family by Trying." One student may be the commentator, and as each specific point is made, a girl or boy might appear wearing an outlandish hat. The advice to think about relationships broadly would be illustrated by a very large hat. The point "avoid concentration on trivia" would bring on stage a tall boy wearing a very small hat. To remove outmoded concepts of family living, a girl with a scarf around her head would appear carrying a broom, as though she is about to clean house. Again humor will accentuate the points.

bonded or stretch fabrics, simple dishes for increasing children's milk consumption, evidence of how saving a few cents on a grocery item can mount to dollars in a period of time, how to make popsicles time- and step saving ideas, or a fast way to dust furniture

The task of writing news releases might be a cooperative one between teacher and students and perhaps with other departments as well. The English teacher, the art teacher, and other teachers with whom cooperative projects are done may be interested in working with the home economics teacher in putting out news releases. It is always important to check with the school on plans for releases so that duplicates are not sent. In writing news releases, it is important to bear in mind that the readers are not professionals but consist of people of many walks of life and various educational backgrounds. The teacher must consider the best way of making her story understood so that it will have a universal appeal.

A distinction should be drawn here between a news release and a news story of an event. News releases are notices, in effect, of forthcoming events provided by the school. News stories are accounts of the event after it has happened and are written by the newspaper's correspondents or reporters. Sometimes the releases written by student reporters or the teacher are rewritten by the newspaper staff. Frequently the newspaper is willing to provide a photographer to take appropriate photographs to accompany the story, if notified well in advance. If the school has a "stringer reporter," a student paid by the newspaper to submit stories or to cover certain events, the home economics teacher might cooperate with him.

Bear in mind that editors are eager for news. When a teacher can give it to them briskly and succinctly written, while it is fresh and new, the possibility for securing space in a newspaper should be good.

Radio

Radio has never been a more powerful medium of communication than it is now. In practically every home in the United States there are one or more radio sets, in addition to car radios and many portable radios. The total potential radio audience is enormous. Unless a broadcast is confined to a very limited area locally, the possibilities of reaching large groups of people is great—often an audience of millions. The local radio offers a splendid opportunity for improving public relations in the community.

Radio stations are as eager to have news releases as newspapers, and they can be prepared in much the same way. For example, a home economics teacher wrote a news release on an aspect of home management

- why* and *how*—should be in the first paragraph or two. When all of the essential information is in the first paragraph, the editor can cut remaining paragraphs without real loss to the story.
- 8 Succeeding paragraphs develop the lead paragraph. If possible, news releases should be complete on one page.
 - 9 The entire release should have sparkle, interest, and attention getting news. Material should be factual, not opinionated.
 - 10 Good sharp action photographs enhance a news story. Pictures for public relations must tell a story in a swift, direct manner. A combination of words and photographs makes a much stronger message than either can convey alone. Good pictures are not happenstance. They must be carefully planned. The kind of picture desired must be conceived or projected by the person who is going to take it. Emotional appeal and action strengthen the value of a photograph.

The home economics teacher will have to decide what is news. Here are a few possibilities:

- Announcement of a scholarship winner to study home economics in a college
- Student volunteer work in the community as a good human interest story
- Story of a play school for preschool children in connection with a child development unit
- The visit of a homemaker from a foreign land who tells a class about family customs in her land
- The preparation of traditional family recipes and a discussion of the origin of each recipe
- Boys' classes in home economics
- The cooperation of local business firms in certain class activities
- Annual stories such as special Christmas activities

Editors may be interested in an occasional student written column highlighting pointers on child care, nutrition, and other areas of home economics.

In one school, students in home economics classes wrote fillers for the local newspaper. These were one- or two-line comments that were used to fill up a newspaper column. These fillers included timely items about food preparation, care of children, preparation for marriage, and other aspects of home economics. Suitable topics might be pointers on sewing

- aspects of home care of the sick, cooking out of doors, inexpensive ways to have fun, or interesting foods of other countries. It might be well to make a careful study of particular interests and problems of homemakers or, if a local station, of people in the community.
- 2 A home economics teacher may be asked to give a talk on a radio program. The topic of the talk may be specified by the radio station or it may be mutually agreed upon by the teacher and the station. All the points of good public speaking are important in radio broadcasting. Since it is difficult to hold a radio audience for any length of time, radio talks should be short. Three 5 minute talks, for instance, are often better than one 15 minute talk—if nothing else they give triple exposure, as well as an opportunity to reemphasize points. Such talks might be regular segments of a regular program with an established audience.
 - 3 A teacher may have the opportunity to be interviewed on radio. The types of questions and the areas which will be discussed are agreed upon beforehand. There is still considerable allowance, however, for spontaneity, so the teacher must be very careful about what she says and the extent to which she is expressing opinion, rather than factual material.
 - 4 A panel for round table discussion is adaptable for radio. This might consist of a panel of home economists, a teacher and students, or teacher, parent, and students. Three persons is probably the most desirable number so the audience can identify them easily.
 - 5 Some home economics teachers have been fortunate to have their own program on a local station. This is generally a 10 to 15 minute session and does require considerable work, but it is well worth it. On some programs, the teacher might, after a little experience, be able merely to outline beforehand the important points, giving her talk in an informal manner. The wide range of possible topics from home economics can well serve as subjects for the weekly discussions. From time to time she may wish to have students participate.
 - 6 Dramatic programs can be given on radio with considerable effectiveness, but they do take a great deal of preparation and should be given very well or not at all. This may mean cooperating with the speech or dramatics teacher to ensure an impressive program.



Figure 21-4 Radio is a powerful medium of communication and a good outlet for stories about a home economics department

entitled "Have a Philosophical Approach to Homemaking" which was distributed by the Associated Press. It was broadcast over 2,000 stations having a collective potential audience of millions. Following are some suggestions on how the radio might be used successfully

1. Topics adaptable for radio programming include interesting class activities, ways to cut the food budget, household hints that save time or energy, new uses for foods, good grooming suggestions, simple ways to keep a family budget, helpful ideas on child care, preparation of meals in a hurry, refreshments for a club meeting or a children's party, money-saving tricks, attractive accessories, or understanding one's parents. Other possibilities are various

aspects of home care of the sick, cooking out of doors, inexpensive ways to have fun, or interesting foods of other countries. It might be well to make a careful study of particular interests and problems of homemakers or, if a local station, of people in the community.

- 2 A home economics teacher may be asked to give a talk on a radio program. The topic of the talk may be specified by the radio station or it may be mutually agreed upon by the teacher and the station. All the points of good public speaking are important in radio broadcasting. Since it is difficult to hold a radio audience for any length of time, radio talks should be short. Three 5 minute talks, for instance, are often better than one 15 minute talk—if nothing else they give triple exposure, as well as an opportunity to reemphasize points. Such talks might be regular segments of a regular program with an established audience.
- 3 A teacher may have the opportunity to be interviewed on radio. The types of questions and the areas which will be discussed are agreed upon beforehand. There is still considerable allowance, however, for spontaneity, so the teacher must be very careful about what she says and the extent to which she is expressing opinion, rather than factual material.
- 4 A panel for round-table discussion is adaptable for radio. This might consist of a panel of home economists, a teacher and students, or teacher, parent, and students. Three persons is probably the most desirable number so the audience can identify them easily.
- 5 Some home economics teachers have been fortunate to have their own program on a local station. This is generally a 10 to-15 minute session and does require considerable work, but it is well worth it. On some programs, the teacher might, after a little experience, be able merely to outline beforehand the important points, giving her talk in an informal manner. The wide range of possible topics from home economics can well serve as subjects for the weekly discussions. From time to time she may wish to have students participate.
- 6 Dramatic programs can be given on radio with considerable effectiveness, but they do take a great deal of preparation and should be given very well or not at all. This may mean cooperating with the speech or dramatics teacher to ensure an impressive program.

- 7 Fillers are generally 1, 2, or 3 minute human interest stories about activities in classes, in home economics clubs, or in community activities. Sometimes statistics can be presented in an interesting manner for this type of filler.
- 8 Spot announcements generally come at the time of a station break, and vary from about 3 seconds to 3 minutes in length. They provide an opportunity for announcements about adult classes and the like. The United Nations has been very successful in using spots consisting of little songs, catchy tunes with simple lyrics conveying a powerful message. Original songs might be tape recorded and used to highlight important aspects of home management: food preparation, child care, and many other topics. Great care must be exercised, however, not to borrow without permission from copyrighted music and lyrics, for serious repercussions could result. Students in the music department might compose the music; those in home economics writing the lyrics.

Television

Television is one of the most effective forms of communication. It is a medium that promotes intimacy and it thrives on informality. People feel as though they are sitting in the front row, and that the speaker or the program is being directed to them personally. This feeling is a real advantage in the communication of ideas, but attention must be gained promptly or the audience will be lost. Someone has suggested that a television program should be prepared and presented as though it will be the only opportunity to reach people with a certain message. This implies the necessity of extremely careful planning. The effect of color on television must be considered. Here are some ideas for possible television programs:

- 1 Wholesome snacks for teen-agers
- 2 Care and repair of clothes geared to a certain age level, perhaps teen-agers
- 3 How to be a better buyer, illustrated with actual articles. For example, in a program on the buying of coats, not only should points be made about shopping for the coat in the store, but it might be desirable to show a good buy in a coat and a poor buy after it has been worn for about a year.
- 4 Safe and efficient ways of storing food
- 5 Suggestions for adding interest and variety to a basic dress with unusual accessories

- 6 Simple changes to make an unattractive room more charming
- 7 Scientific explanations in food preparation, such as the effect of overcooking green vegetables or the importance of low temperatures in roasting meat
- 8 The packing of attractive foods for lunch boxes
- 9 How to help adolescents control their weight
- 10 Showing how resources at hand might help to make a home more attractive, such as the use of dried grasses and berries in a floral arrangement
- 11 Demonstrations showing quick tricks in preparing meals, or points to consider in buying an article of clothing
- 12 Chalk talks on the principles of budgeting, ideas for storage, or how to plan nutritious meals
- 13 Use of puppets to dramatize teen age problems
- 14 Use of a narrator and pantomime done by another student to emphasize points in the selection of a dress. While one person talks, the other models the dress and points to parts under discussion
- 15 Interviewing a student or a parent about family life or child development problems
- 16 A spot announcement slot, which may be only 15 seconds to 3 minutes in length, can be used effectively with a sketch or a picture highlighting safety rules in the home, careers in home economics, or wise use of equipment

Every detail of a television program must be very carefully worked out and sufficiently rehearsed so that individuals will feel at ease yet still retain some spontaneity. All props must be carefully checked. The time schedule is of utmost importance, because extra time cannot be allotted. The appearance of participants must not be overlooked. Language must be simple and easily understood, because many people in the audience do not understand professional or complicated jargon. Talk should be on a person to person level.

Television is probably the most rapidly growing means of communication, and teachers should make the best possible use of it. A program on a national network has a potential audience of 100 million people. It is well to remember that a skillful teacher or interesting classroom situation can be as effective as any outstanding personage or other group on a television program.

Other Resources

A picture story about a home economics department might be displayed in a library store window, clinic, or on school bulletin boards where all may see it. Photographs of school activities may be made into a scrapbook for parents to view during their visits to school or at an open house. Photographs may also be used to illustrate an annual report to the school administration.

Flyers or hand out materials might be given to the librarian to hand out with books. Students may distribute them to customers at the end of the check out counters in a supermarket, providing approval has been secured, the local utility company may be willing to stuff a leaflet with utility bills. Hand out material on suggestions for child feeding might be distributed through a doctor's office by being placed in the waiting room, or might be used in clinics. A library might be grateful for career packets from the American Home Economics Association.

Displays and exhibits may be placed in key spots through the community, in stores, libraries, clinics, professional offices, or museums. Community auditoriums, theaters, or other places where people gather are good sites for displays. Local, county, and state fairs provide an excellent opportunity for telling the home economics story.

Take advantage of special "weeks," such as Book Week, Fire Prevention Week, or American Education Week as the focus for displays. During Book Week, for example, a librarian, either in the community or in the school, might be encouraged to arrange an exhibit of books about the home or family.

Suggestions for Further Learning

- 1 Read newspapers, listen to the radio, and watch television with the intent of developing ideas for use in home economics public relations. Share your reactions with class members. Are there common points to consider in all of these media?
- 2 Examine pamphlets geared for public relations. What devices might be adapted to home economics?

Bright, Sally. *Public Relations Programs—How to Plan Them*. New York: National Public Relations Council of Health and Welfare, 1950.

Crosby, Otis, et al. *Schools Are News*. East Lansing, Mich.: Bureau of Research and Service, College of Education, Michigan State University, n/d.

Johnson, Roy *Making the Most of Radio and TV* New York National Public Relations Council of Health and Welfare, 1965

Pebbles Washington, D C National School Public Relations Association and Department of Classroom Teachers, 1960

Stratton, Lynn *Opinion Building* Washington, D C American Home Economics Association, 1953

Tips on Reaching the Public, Publication No 277 Washington, D C League of Women Voters of the United States, 1962

Wical, Noel, and Bill Allen *Let's Go to Press* Washington, D C National School Public Relations Association, National Education Association, 1956

- 3 Analyze the public relations program of a home economics department with which you are familiar What are the strengths and weaknesses? What suggestions do you have to offer? Read the following article for additional ideas

Ganes, Joan 'The Teacher in Public Relations, *Practical Forecast*, Vol 10, No 5 (February 1964), p 37

- 4 What is the cleverest public relations device you can recall? Why was it successful? How might you adapt it?
- 5 Read the following article and then prepare a news release about an event in the school where you teach or where you are doing student teaching

How's Your PR Technique?' *Practical Home Economics*, Vol 7, No 3 (November 1961), p 7

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